



Systematic Sight Word Instruction

for Reading Success

A 35-WEEK PROGRAM

Kimberly Ewing Bouquett & Stephanie Lindsey

New York • Toronto • London • Auckland • Sydney
Mexico City • New Delhi • Hong Kong • Buenos Aires

Teaching
Resources

Dedication

To my husband, Greg—
thank you for all of your love, support, and friendship . . . you are my rock.

And to my precious daughter, London—
you are the wind beneath my wings.

—K. E. B.

To my wonderful husband, Keltrus—
for always believing in me and reminding me to keep God first in all that I do.
You motivated me at times when I felt like giving up.
Your support and inspiration encouraged me to fulfill my dream of completing this book.
I love you.

—S. L.

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a program previously self-published by the authors.

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Contents

About the Program

Introduction	5
How to Use This Program	6
Using the Week-by-Week Lesson Plans	6
Using the Lesson Materials	7
Quarterly Reviews	8
Assessment	8
Motivating Struggling Readers	9
What Kind of Progress to Expect	9
Connections to the Language Arts Standards	10
Creating a Balanced Literacy Program	11

Week-by-Week Lessons

Week 1: <i>we, run, a, can, play, I</i>	13
Week 2: <i>like, cat, to, and, dog</i>	17
Week 3: <i>the, not, you, do, want</i>	21
Week 4: <i>all, here, big, is, little</i>	25
Week 5: <i>she, with, are, he, funny</i>	30
Week 6: <i>make, will, am, me, pretty</i>	34
Week 7: <i>what, us, call, my, jump, see</i>	38
Week 8: <i>house, no, said, let, in, come</i>	42
Week 9: Review Weeks 1–8	46
Week 10: <i>help, ride, work, find, there, Sunday*</i>	50
Week 11: <i>keep, away, ran, can't, on, this, if, Monday*</i>	55
Week 12: <i>good, have, read, any, did, or, too, Tuesday*</i>	60
Week 13: <i>your, when, that, say, look, go, hot, Wednesday*</i>	64
Week 14: <i>put, friend, it, be, where, get, at, Thursday*</i>	68
Week 15: <i>green, yellow, red, brown, blue, pink, purple, white, orange, black</i>	72
Week 16: <i>who, about, an, yes, today, cold, now, Friday*</i>	76
Week 17: <i>up, sleep, as, they, give, use, how, Saturday*</i>	80
Week 18: Review Weeks 1–17	84

* bonus word

Week 19: <i>fast, please, down, for, him, her, why, upon</i>	87
Week 20: <i>could, walk, has, take, of, laugh, drink, far</i>	91
Week 21: <i>had, don't, some, them, by, very, old, went</i>	95
Week 22: <i>five, ten, two, seven, nine, three, eight, one, six, four</i>	99
Week 23: <i>was, around, tell, eat, think, our, gave, once</i>	103
Week 24: <i>came, found, out, his, ask, draw, ate, fall</i>	107
Week 25: <i>going, write, stop, into, got, made, new, would</i>	111
Week 26: <i>best, together, over, long, off, small, sit, were</i>	115
Week 27: Review Weeks 1-26	119
Week 28: <i>thank, school, but, own, never, fly, know, much</i>	122
Week 29: <i>which, always, try, must, under, open, just, buy</i>	126
Week 30: <i>before, its, then, from, after, cut, many, shall</i>	130
Week 31: <i>again, myself, live, warm, pull, may, does, first, goes, better</i>	134
Week 32: <i>their, start, kind, hurt, pick, only, so, been, clean, right</i>	138
Week 33: <i>every, these, hold, done, both, show, well, those, wash, because</i>	142
Week 34: <i>bring, carry, saw, soon, wish, grow, light, round, sing, full</i>	146
Week 35: Review Weeks 1–34	150

Group Activities

Reproducibles and Transparencies	153
Transparency Templates	479

Student Activities

Reproducibles	235
Word Cards	371
Kaboom! Numeral Cards	408
Cumulative Word Lists	409

Assessment

Pre- and Post-Assessments	413
Weekly Reading Assessments	416
Spelling Assessment Templates	447
Quarterly Sight Word Assessments	453

Introduction

In 1998, we were two Atlanta-based kindergarten teachers discussing ways to improve our students' literacy skills. We noticed that many students were coming to school with little or no experience with written language. This made our jobs quite daunting; we realized it would be next to impossible for these students to develop necessary reading and writing skills solely from exposure to written language. A step-by-step systematic program was clearly in order—but we also noticed a startling lack of materials that were suited to our classroom needs. What could be done?

The answer was clear. We would have to develop the ideal program from scratch—and that's exactly what we did. Today our students are thriving. Year after year, this program produces students who perform at an above-average level, having acquired a solid base of literacy skills that will enable them to succeed throughout the upcoming years of their education. The program not only ensures that all students master the 220 sight words in the Dolch Basic Sight Word Vocabulary, but also covers the majority of national and state standards for language arts (see page 10, for more). Our students' performance has been recognized by the superintendent of Atlanta Public Schools, as well as parents, teachers, and principals throughout the district. The next step was obvious—it was time for us to share this remarkable program with the rest of the teaching community.

Systematic Sight Word Instruction for Reading Success provides you with all the materials you need to implement this time-tested program in your classroom. The 35-week program guides you step-by-step from the very beginning of the year, building cumulatively as your students' knowledge progresses. Plus, it is incredibly easy to use. You'll find a detailed lesson plan for each day of the school week, including both whole-group instruction and individual practice. The program includes games and activities that appeal to a variety of learning styles, ensuring that you address the needs of each and every student. You can also track students' progress with systematic week-by-week and quarterly assessments, allowing you to meet individual needs.

Of course, *Systematic Sight Word Instruction for Reading Success* is meant to be used as part of a balanced literacy program that includes read-alouds, working with emergent readers, and literature-based activities. But the program easily fits into this balanced curriculum because the quick and easy activities can be completed during even the busiest of school days. In addition, you'll find that this program makes your other literacy activities richer and more meaningful to students, providing them with the knowledge base they need to understand and benefit from all language experiences. You'll soon see motivated students getting pleasure and excitement from being able to recognize and read increasing amounts of words they encounter in the world of print every day.

So get ready for a banner year—and many more successful years to come—with *Systematic Sight Word Instruction for Reading Success*!

Kimberly Ewing Bouquett and Stephanie Lindsey

What the Research Says

Why is teaching sight words so important? The 220 words included in the Dolch Basic Sight Word Vocabulary (originally formulated by E. W. Dolch in 1941), still comprise more than 50 percent of the words primary-age children encounter most frequently in the print materials they use (Johns, 1987; as cited in Blevins, 2006). The benefits of having a bank of sight words at the ready are significant for children who are learning to read. Accurate and automatic recognition of these high-frequency words enables a child to read more smoothly and at a faster rate, helping the child remember more of what he or she has just read and to make sense of it. The lessons and activities in this program provide the repeated practice children need to develop automaticity in reading, spelling, and writing sight words—and put them on the road to reading success.

Source: Blevins, W. (2006). *Phonics From A to Z: A Practical Guide* (2nd ed.). New York: Scholastic.

How to Use This Program

Systematic Sight Word Instruction for Reading Success is a 35-week program that includes lessons for each day of the school week. The program is cumulative, building on students' knowledge as the year progresses. All you'll need to implement the program are everyday classroom supplies, plus the materials included in this handy binder. Following is a description of each component and how it is used in the program.

Using the Week-by-Week Lesson Plans

On pages 13–152 of this guide, you'll find detailed lesson plans that take you through the program day by day and week by week. Each lesson plan includes the following sections.

New Words: At the beginning of each week, you'll find a handy list of the new sight words that will be covered in all the week's lessons. You'll notice that a few words are followed by an asterisk (*). These words name the days of the week (*Sunday, Monday, Tuesday*, and so on) and are labeled as “bonus words.” Because the days of the week can be challenging for some students to learn, calling them “bonus words” gives these students the extra motivational push they may need.

Sentence Strips: To introduce the week's sight words in a meaningful context, a sentence using each of the words is provided at the beginning of each week. Simply copy the sentences onto sentence strips (place them in a pocket chart, if available), and use the strips every day as outlined in the lesson.

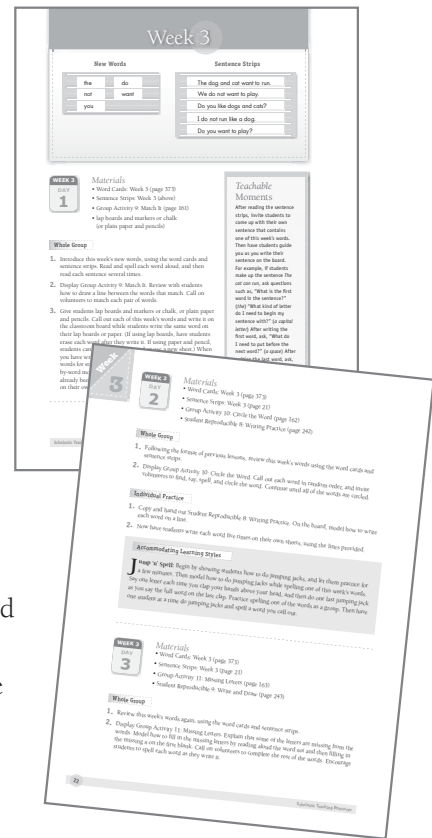
Materials: All the materials you'll need for each day's lesson are listed at the beginning of each lesson plan—so you're always prepared!

Whole Group: This section provides step-by-step instructions for each day's whole-group sight word lesson.

Individual Practice: In this section, you'll find detailed instructions for guiding students through each day's independent activities.

Accommodating Learning Styles: Throughout the week, you'll find fun, engaging activities designed to appeal to a variety of learning styles. These activities incorporate techniques for reaching kinesthetic, artistic, musical, verbal, and concrete learners.

Teachable Moments: Many lessons provide ideal springboards for additional language-learning opportunities. In this section, you'll find ideas for making the most of these naturally occurring “teachable moments.”



Using the Lesson Materials

All the lesson materials you'll need are provided in the form of handy reproducibles and transparencies. Each reproducible sheet and transparency is labeled and numbered for easy access. You'll find activity sheets that fall into the following categories.

Group Activities (pages 153–234): You can use the Group Activity reproducibles in two ways. To use an activity sheet as an overhead, simply copy it onto transparency film and place on the bed of an overhead projector. Then complete the activity using a dry-erase marker. Alternatively, you can copy the activity onto lined chart paper and place it on an easel for whole-group visibility.

Group Activity 153
Fill in the Blanks

Word Bank:
here big little
all is

1. A _____ dog can run.
2. _____ dogs like to run and play.
3. I like _____ cats and big dogs.
4. Do you want to play _____?
5. Here _____ a little dog.

Transparency Templates: Beginning on page 479, you'll find 35 group lessons that are designed for use on an overhead projector. Simply print them onto clear transparency sheets, then place them on the bed of your projector and use a dry-erase marker to complete the activities.

Student Activities (pages 235–370): All the reproducible activity sheets students will need for the Individual Practice lessons are included here. Simply copy a class set, and you're ready to go!

Teaching Note: Some activities, for example, Build a Word (page 273), direct students to cut out letters from old newspapers and magazines to use in building words. Suggest to students that they look for letters that are larger rather than smaller (such as those in headlines and ads). Also let them know that they do not have to look for the letters in the order in which they appear in a particular word. You might wish to model how to cut out the letters neatly and carefully.

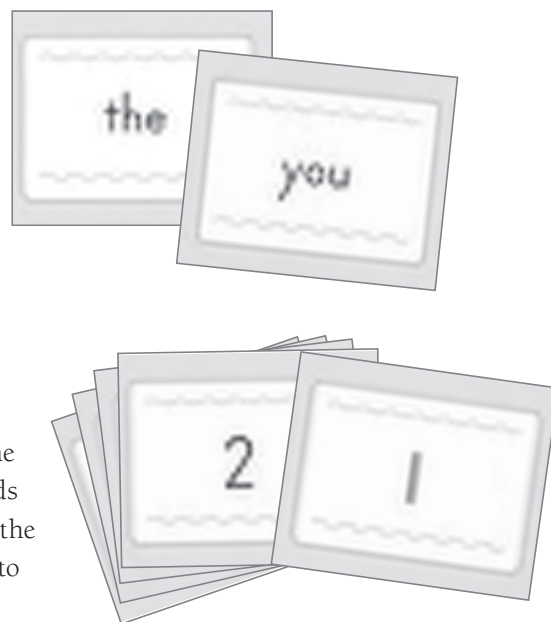
Name _____ Date _____
Student Reproducible 23
Fill in the Boxes

Fill in each set of boxes with a word from the Word Bank. Write one letter in each box. Make sure the letters fit in the boxes.

Word Bank:
what us call my jump see

Write a sentence using one of the words.

Word Cards (pages 371–407): Each week's sight words are printed on word card sheets. Each sheet is labeled with the week number, so you can quickly and easily locate the cards you need. Simply copy the sheet(s) and then cut out the cards. (You may wish to laminate them or glue to posterboard for added durability before cutting.) In addition to the 220 words on the Dolch list, the program includes common nouns such as *cat*, *dog*, *house*, and *school*, additional color words, and the days of the week. Word cards are provided for these words as well as blank cards to use as desired.



Kaboom! Numeral Cards (page 408): “Kaboom!” is a fun game you'll be using throughout the program to review the sight words students have learned so far. Simply copy the sheet and cut out the numeral cards. Again, you may choose to first laminate or glue to posterboard for durability.

Quarterly Reviews

Weeks 9, 18, 27, and 35 are review weeks. In the lessons for these weeks, you'll review with students all the sight words they've learned in the previous weeks. The following features are provided to help with the review process.

Cumulative Word Lists (pages 409–412): Included at the end of the student reproducible section you'll find four cumulative word lists. These handy sheets list all of the words students have learned during each quarter. You can use these lists for games in which you read aloud words, or copy them for students to take home. For each quarterly review, copy the appropriate lists as needed to review all previously studied words. For example, for the quarterly review during week 27, make copies of the lists for weeks 1–8 (page 409), weeks 10–17 (page 410), and weeks 19–26 (page 411).

Home-School Connections: This additional quarterly lesson-plan feature suggests ways in which you can involve family members in students' learning. At the beginning of each review week, you'll find a reminder to send home the cumulative word list along with a family letter.

Assessment

The included systematic assessments allow you to gauge students' progress quickly and easily. You'll find ready-to-go assessment sheets for every phase of the program, as follows.

Pre- and Post-Assessments (pages 413–415):

Use these sheets to assess students' sight word knowledge before beginning the program, and after completing it, to evaluate their progress.

Weekly Reading Assessments (pages 416–446):

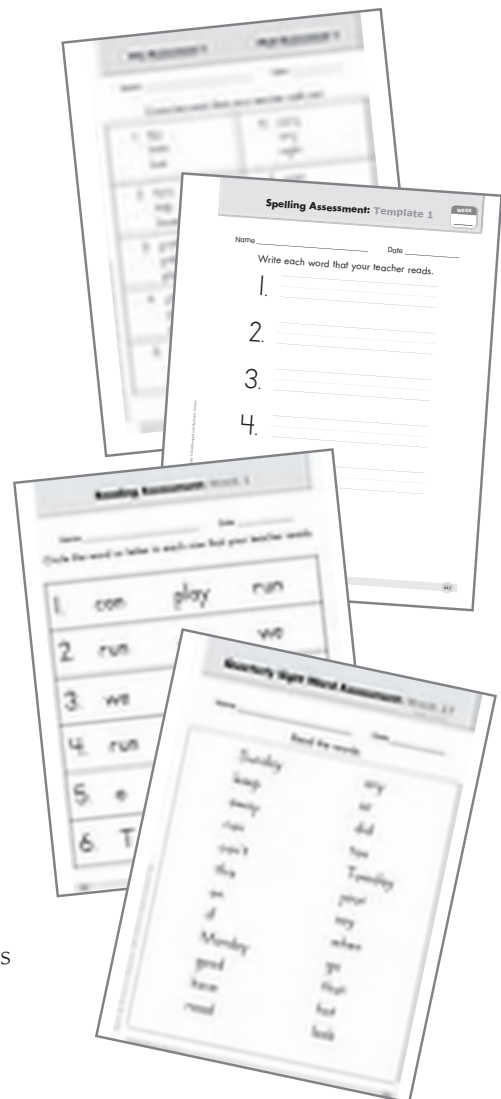
To assess how well students are able to read the week's sight words, use these sheets at the end of each week.

Weekly Spelling Assessment Templates

(pages 447–452): These sheets are designed to help you assess how well students are able to write each of the week's words. Included here are six different templates you can use to administer weekly spelling assessments. Simply copy the appropriate template, label it with the week number, and then copy a class set.

Quarterly Sight Word Assessments (pages 453–477):

Use these cumulative lists to administer quarterly assessments at the end of weeks 9, 18, 27, and 35. (Each list includes all previously learned words.) The sheets are designed for quick and easy individual assessments, allowing you to gauge each student's grasp of the sight words learned so far.



Motivating Struggling Readers

Over the years, we have found that one of the best ways to motivate struggling readers is through our own excitement. Many struggling readers lack self-confidence. A large part of the success of this program is due to our enthusiasm when teaching it. It is imperative that your students—*all* of your students—believe that they can read. As soon as your students learn their first word (Week 1, Day 1 in the program), tell them that they can read! Trust us, they will believe you. From that point on, continue to tell them how brilliant they are. We often tell our students that they are as smart as the fifth graders in our school (or maybe even smarter!). After a couple of weeks in kindergarten, you cannot convince them otherwise! Even our lowest readers see themselves as good readers. Celebrate their accomplishments, even if it is that they got one or two words correct on a spelling test. Children want to be smart. The more praise they receive, the more they will strive to please you.

Another critical component of this program is consistency. Students need to see the words every day, especially the children who are struggling. The more often a child sees a word, the more likely he or she is to remember it.

We include our administrative team, other teachers, and, of course, parents, in our efforts to motivate our students. We encourage other adults (especially the principal) to visit our classes and display shock and amazement at what great readers we have. We frequently say things like, “I know that you think kindergarten children just color and play, but my students can read!” or “You are not going to believe this, but we have only been in school for ten days and my students can already read eleven words.” This practice is most effective when you can get the adults to participate. We have found that children love to show off what they know.

Communication with parents is very important. Oftentimes, parents want to help their child, but simply do not know how. Provide parents with tips on how to help their child at home and emphasize that children need to study the sight words every day.

You may find it helpful to place struggling readers in a small group (if only for 15 minutes a day) for some extra practice identifying and spelling the words. Study buddies are also helpful. Pairing a struggling reader with an older child, or a peer who knows the words, encourages the student to practice when you (or another adult) are not available.

Another strategy is to provide books that contain a lot of sight words. Struggling readers often lack self-confidence and having the chance to read a book in which they recognize many of the words helps them to view themselves as readers.

Again, struggling readers need to believe that they can read. They need to be excited about learning to read. Your excitement will rub off on them. Don't be afraid to jump up and down, feign shock over your students' accomplishments, or do a “You can read!” dance. In the end it will be so worth it to hear your students say . . . “I can read!” and know that it is true.

What Kind of Progress to Expect

During the first four to six weeks of the program, progress may be fairly slow. It takes some time for students to get the idea of what you are asking of them and to become familiar with the routine. However, it is extremely important that you are consistent. Your students will begin to catch on! Once they do, they will progress much faster. You will be surprised at how quickly they learn new words and how excited they are each week when they get their new word list. Some students do take longer to get the idea of reading—it may take until week 19 for things to click. After that, their progress is generally amazing. By week 34, your students will be readers!

Connections to the Language Arts Standards

The lessons in this book are designed to support you in meeting the following standards for students in grades K–2, outlined by Mid-continent Research for Education and Learning (McREL), an organization that collects and synthesizes national and state K–12 curriculum standards.

Uses the general skills and strategies of the writing process:

- Uses prewriting strategies to plan written work
- Uses strategies to draft and revise written work
- Uses strategies to edit written work
- Evaluates own and others' writing
- Uses strategies to organize written work
- Uses writing and other methods to describe familiar persons, places, objects, or experiences
- Writes for different purposes

Uses grammatical and mechanical conventions in written compositions:

- Uses conventions of print in writing
- Uses complete sentences in written compositions
- Uses nouns, verbs, adjectives, and adverbs in written compositions
- Uses conventions of spelling in written compositions
- Uses conventions of capitalization in written compositions
- Uses conventions of punctuation in written compositions

Uses the general skills and strategies of the reading process:

- Uses basic elements of phonetic analysis to decode unknown words
- Uses basic elements of structural analysis to decode unknown words
- Understands level-appropriate sight words and vocabulary
- Uses reading skills and strategies to understand and interpret a variety of texts

Uses listening and speaking strategies for different purposes:

- Makes contributions in class and group discussions
- Asks and responds to questions
- Uses level-appropriate vocabulary in speech
- Gives and responds to oral directions

Source: Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K–12 education*. Aurora, CO: Mid-continent Research for Education and Learning. Online database: <http://www.mcrel.org/standards-benchmarks>

Creating a Balanced Literacy Program

Systematic Sight Word Instruction for Reading Success is designed to be an integral part of a balanced classroom literacy program. In addition to the lessons provided in this binder, you'll want to expose students to written language in a variety of ways, providing them with rich learning experiences that will help prepare them for the years ahead. You'll find that many of the experiences described below are already included in the lesson plans for this program; however, it is important to implement these practices in a variety of classroom contexts. Here are suggestions for creating a curriculum that provides students with the language-learning opportunities they need to succeed.

Read-Alouds

For deep, meaningful experiences with language, students need regular exposure to literature that is above their independent reading level. Reading both fiction and nonfiction books aloud to students builds vocabulary as well as content knowledge and comprehension skills. Engage students in discussion about each book you read, helping them connect the story with their personal experiences, background knowledge, and other texts they may have read.

Big Books

Big Books provide a wonderful shared learning experience for reinforcing concepts of print as well as oral to printed language associations. Stories with predictable and repetitive text are ideal for Big Book experiences, as they allow students to contribute to the reading. When reading Big Books aloud, use a pointer or your finger to track the print to help students develop directionality and word recognition skills.

Independent Reading

Even the youngest students benefit from books for independent reading. Emergent literature is available for a wide range of reading levels, and gives students a sense of pride and ownership when they have books they can read all by themselves. Choose high-interest nonfiction as well as fiction titles, and consider creating "book baskets," from which students at different levels can choose.

Guided Reading

With guided reading, you can work with small groups of students at similar levels as you scaffold their learning. Typically, guided reading lessons involve a small group of students who are independently reading the same book at the same time; the book should be neither too easy nor too challenging for students. Students read quietly to themselves as you provide assistance. You can enrich their learning by discussing vocabulary and story content, which enhances fluency and comprehension.

Shared Writing

In shared writing activities, students work together to create a piece of written text. The text may be a story, an informational piece, or a description of a shared experience. Typically, shared writing begins with a group discussion to brainstorm ideas. Then a chart tablet is used to put those ideas in print. Students take turns coming up to the chart and writing letters, words, or sentences. Students then have a piece of writing they can read with confidence because they used their own language to create it.

Independent Writing

A student at any level can participate in independent writing activities. Very young students can relay information with pictures, scribbles, and whatever letters they are familiar with. More advanced students can use their knowledge of letters and sounds to write words using inventive spelling. Encourage these students to sound out the words they want to write, and then write the letters they need to represent each sound. Students' independent writing can be structured or free form; they may be responding to a prompt or question, completing a provided sentence, or simply writing any ideas that come to mind. Having students keep personal journals is an effective way to get them in the habit of writing on a regular basis.

Phonics and Phonological Awareness

No literacy program would be complete without a solid phonics and phonological awareness component. Students need to manipulate letters and sounds to build the essential letter-sound associations that are necessary for decoding. *Phonological awareness* refers to the sounds of language, whereas *phonics* refers to the letters and spelling patterns that represent those sounds. To develop phonological awareness, students need opportunities to segment words, use sound substitutions to create new words, recognize and create rhyming words, and so on. To build phonics skills, students need opportunities to work with manipulatives such as magnetic letters, letter and word tiles, alphabet cards, and so on.

Word Study

With word study, students develop knowledge of the structural components of written language. For instance, teaching word families (rhyming words that end with the same group of letters) helps students learn common spelling patterns. Once students can read the word *cat*, it is far easier for them to read *mat*, *sat*, *rat*, and *bat*. Teaching base words and common prefixes and suffixes gives students the skills they need to analyze word parts and decode unfamiliar words independently. Teaching compound words helps students decode “big” words by helping them find the “little” words that make them up.

Learning Centers

Each day, it is essential to provide students with materials they can use to work with language. A language-rich classroom includes a classroom library with plenty of high-interest read-alouds and independent texts; a quiet, comfortable corner for independent reading; a writing center with stationery, writing tools, letter stencils, and so on; and a manipulatives center with magnetic letters, letter and word tiles, alphabet cards, and other concrete literacy manipulatives. Give students opportunities to use these centers in both structured and unstructured activities, working both independently and collaboratively with peers.

An Environment for Literacy Learning

Remember that a print-rich classroom environment is an important learning tool. Use labels and pictures on classroom shelves and containers of supplies. Hang poetry posters on the walls. Display students' written work prominently on an eye-level bulletin board. The more you show how much you value language and literacy, the more your students will value it, too!

Week 1

New Words

we	can
run	play
a	I

Sentence Strips

We can run.
We can play.
Can we run?
Can I play?
I can run.

WEEK 1

DAY

1

Materials

- Word Cards: Week 1 (page 371)
- Sentence Strips: Week 1 (above)
- Group Activity 1: Match It (page 153)

Whole Group

1. Using the word cards, introduce this week's sight words. Say each word and spell it out, having students repeat after you. Point to each letter as you spell the word. Repeat the procedure several times, until students are comfortable chiming in.
2. Next, copy this week's sentences onto sentence strips. Read each sentence aloud, pointing to each word as you read. Once you've modeled reading the sentences, have students join in and read along as you point to each word. Point out that each sentence begins with a capital letter and ends with a punctuation mark. Explain that a telling sentence ends with a period, and an asking sentence ends with a question mark. Invite students to come up with a sentence using *a* and write it on a sentence strip.
3. Display Group Activity 1: Match It. Explain that in this activity, students will draw a line to connect the words that match. Read the first word in the first column with students, modeling how to find the word in the second column that matches. Then draw a line to connect the two words. Invite students to match the remaining words.

Teachable Moments

When working on the Match It group activity, point out that the words begin with either a capital or lowercase letter (with the exception of "I"). Use your classroom alphabet to show students that there are two forms of each letter—uppercase and lowercase. Explain that if two words have the same letters, and one word begins with a capital letter and the other word begins with a lowercase letter, the words still match.



Materials

- Word Cards: Week 1 (page 371)
- Sentence Strips: Week 1 (page 13)
- Group Activity 2: Circle the Word (page 154)
- Student Reproducible 1: Writing Practice (page 235)

Whole Group

1. Using yesterday's lesson as a guide, review the week's sight words, using the word cards and sentence strips. Read and spell the words aloud a few times so that students can internalize what the words look like, how they sound, and how they are spelled.
2. Display Group Activity 2: Circle the Word. Explain that for this activity, you will be calling out words, but not in order. Students should find the word you call out, read it aloud, spell it, and then circle it. Use one of the words to model these steps for students. Then continue by calling out the remaining words at random and inviting volunteers to read, spell, and circle each one. Proceed until all of the words have been circled.

Individual Practice

1. Before handing out the student reproducibles, draw lines on the board or on chart paper and demonstrate how to write each word on a line. Say the word and name each letter aloud as you write.
2. Now give each student a copy of Student Reproducible 1: Writing Practice. Explain that students should write each word five times on the lines provided. Encourage students to quietly say the name of each letter as they spell each word, and use their very best handwriting.
3. As students work, walk around the room and give feedback as needed. As you circulate, you can provide tips on letter formation, spelling, and so on.

Teachable Moments

While reviewing the sentence strips, remind students that all sentences begin with a capital letter. Then ask: "How many words are in each sentence?" (*three*) Point out that there is a space between each word, and explain that when students write their own sentences, they should make sure to always put a space after each new word they write.



Materials

- Word Cards: Week 1 (page 371)
- Sentence Strips: Week 1 (page 13)
- Group Activity 3: Missing Letters (page 155)
- Student Reproducible 2: Write and Draw (page 236)

Whole Group

1. Review the week's sight words once more, using the word cards and sentence strips.
2. Display Group Activity 3: Missing Letters. Point out the word *play* in the first box and read it aloud. Then show students that the words beneath are missing letters, and explain that their job will be to fill them in. Model how to write the letter *l* on the blank in the first example. Then have students take turns filling in letters until each word is complete. Again, encourage students to say the name of each letter as they write it.

Individual Practice

1. Give each student a copy of Student Reproducible 2: Write and Draw. Tell students that today they will be writing their first sentence. Model how to read the sentence *I can run*. Then have students read the sentence with you a few times, inviting them to point to each word as they read.
2. Next, have students write the sentence on the lines, just as you modeled. Write the sentence on the board or on chart paper, giving students time to write each word on their own sheets after you. Be sure to point out that the first letter that you write (*I*) is capitalized, and show students how you leave a space between each word.
3. To complete the activity sheet, invite students to draw a picture to go with their sentence. You can spark ideas by saying: "Where is a place that you like to run? Draw a picture of yourself running there."

Teachable Moments

After students complete their reproducibles, build vocabulary by challenging them to define the word they just illustrated. Ask: "What does the word *run* mean?" Encourage students to explain the word, for example: "To *run* means to pick up your feet and move very fast."

Accommodating Learning Styles

On the Go: Make an extra copy of this week's word cards and then post the cards around the room at students' eye level. Have students stand in a central location, and then call on a student or pair of students to move in a specific way toward a word. For example, you might say: "Keisha, swim over to the word *play*." The student should then move her arms in a swimming motion as she goes to stand by the appropriate word. Continue, varying target words and movements (hop, fly, crawl, and so on), until each student has had a chance to move toward a word.

WEEK 1

DAY

4

Materials

- Word Cards: Week 1 (page 371)
- Sentence Strips: Week 1 (page 13)
- Group Activity 4: Find It, Write It (page 156)
- Student Reproducible 3: Write and Draw (page 237)

Whole Group

1. Using the word cards and sentence strips, review this week's sight words again.
2. Display Group Activity 4: Find It, Write It. Tell students that when you call out a word, it's their job to find the word and then write it on one of the lines beneath. Call out words at random and have volunteers find and write the word. When the activity is complete, each word should be written three times.

Teachable Moments

As students draw pictures for their reproducibles, ask: "How many people does *we* mean?" (*more than one*) Explain that this means they should draw more than one person in their picture.

Accommodating Learning Styles

Sight Word Boogie: Make several copies of this week's word cards, and give each student one card (more than one student will have the same word). Have students stand in a circle. Then introduce a new version of "The Hokey Pokey," substituting sight words for the names of body parts. Students with the appropriate word card may move inside and outside the circle.

Put play in. (Students with the *play* card jump in.)

Put play out. (Students with the *play* card jump out.)

Put play in, and shake it all about. (Students with the *play* card jump in and shake.)

You do the Sight Word Boogie, and you turn yourself around. (All students turn around.)

That's what it's all about! (All students clap.)

Individual Practice

1. Give each student a copy of Student Reproducible 3: Write and Draw. Read aloud the sentence *We can play*. Then say: "All sentences begin with a capital letter. Put your finger on the capital W." Write the sentence on the board, one word at a time, giving students time to write each word after you. Remind them to leave a space between each word in the sentence.
2. Next, have students draw a picture to go with the sentence. Invite them to draw a picture of themselves playing a favorite game with friends or family members.



Materials

- Word Cards: Week 1 (page 371)
- Reading Assessment: Week 1 (page 416)
- Spelling Assessment: Template 3 (page 449)
- masking tape
- foam ball
- clean, empty trash can (or basketball hoop, if available)

Weekly Review

Sight Word Basketball: Mark a line on the floor with masking tape, and place a trash can or hoop a few feet away. Have students line up behind the tape mark. Explain that each student will get a chance to shoot a basket after reading and spelling a word. Show the first student in line a random word card. Have the student read and spell the word and then shoot the ball. If the student reads and spells the word correctly, he or she gets to shoot an extra basket.

Reading Assessment

Give each student a copy of Reading Assessment: Week 1. Read aloud one word in each row, in the following order: *can*, *run*, *play*, *we*, *a*, *I*. Have students circle the word you read.

Spelling Assessment

Make one copy of Spelling Assessment: Template 3 and label it with the week number. Then make a class set and give each student a copy. Read aloud each of this week's words and use it in a sentence. Give students time to write each word on the lines.

Week 2

New Words

like	and
cat	dog
to	

Sentence Strips

I like to play.
A cat and a dog can run.
A dog can run.
A cat likes to run and play.
We can run and play.

WEEK 2

DAY

1

Materials

- Word Cards: Week 2 (page 372)
- Sentence Strips: Week 2 (above)
- Group Activity 5: Match It (page 157)
- Student Reproducible 4: Time to Draw (page 238)
- lap boards and markers or chalk (or plain paper and pencils)

Whole Group

1. As in previous lessons, introduce this week's sight words, using the word cards and sentence strips. Read each word and sentence several times, inviting students to chime in.
2. Display Group Activity 5: Match It. Read aloud the first word in the first column and model how to draw a line to the matching word in the second column. Invite volunteers to match the rest of the words, reminding them that words beginning with either a capital or lowercase letter still match.
3. Give each student a lap board and markers or chalk, if available. Otherwise, provide students with plain paper and pencils. Call out a word and write it on the classroom board, having students write it after you on their lap boards or paper. (If using lap boards, have students erase each word after they write it. If using paper and pencil, students can either erase the word or use a new sheet.) Repeat this process until you have written all of this week's words on the board. Then call out the words for students to write again. This time, instead of modeling writing the words, one by one, encourage students to find the word on the classroom board and then write it on their own.

Individual Practice

1. Give each student a copy of Student Reproducible 4: Time to Draw. Have students put their finger on the word *cat*. Then ask: "What does a cat look like?" Discuss its features (four legs, tail, whiskers, and so on). Then have students draw a picture of a cat in the box beneath the word.
2. To complete the activity, repeat the process for the word *dog*.

Materials

- Word Cards: Week 2 (page 372)
- Sentence Strips: Week 2 (page 17)
- Group Activity 6: Circle the Word (page 158)
- Student Reproducible 5: Writing Practice (page 239)
- rhythm sticks (two dowels or pencils for each student)

Whole Group

1. Following the routine from previous lessons, use the word cards and sentence strips to review the week's sight words. Remember to read and spell each word aloud.
2. Display Group Activity 6: Circle the Word. Explain that when you call out a word, students should find the word, say it aloud, spell it, and then circle it. You may want to model these steps for the first word. Then call out the remaining words in random order, choosing volunteers to find, say, spell, and circle them.

Individual Practice

1. Copy and pass out Student Reproducible 5: Writing Practice. If necessary, you can review the process for reading each word and writing it on a line.
2. Have students complete the activity sheet independently, writing each word five times on the lines provided.

Accommodating Learning Styles

Let's Get the Rhythm: Give each student two dowels or pencils to use as rhythm sticks. Begin tapping out a beat, encouraging students to tap their sticks together in the same rhythm. Then have students keep tapping as you sing or chant together "Let's Get the Rhythm," inserting one of this week's words into each verse. For example:

Let's get the rhythm of dog.
Let's get the rhythm of dog.
D-O-G dog, D-O-G dog.
Now we've got the rhythm of dog.
Now we've got the rhythm of dog.

Continue the activity, singing or chanting a new verse for each word.

Materials

- Word Cards: Week 2 (page 372)
- Sentence Strips: Week 2 (page 17)
- Group Activity 7: Missing Letters (page 159)
- Student Reproducible 6: Write and Draw (page 240)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 7: Missing Letters. Explain to students that some of the letters in the words are missing, and their job will be to fill in the missing letters. Read aloud the boxed word *dog*, and then model how to write the letter *d* in the first blank. Invite volunteers to fill in the missing letters for the remaining words.

Individual Practice

1. Give each student a copy of Student Reproducible 6: Write and Draw. Tell students that today they will be writing a sentence about cats. Remind students that all sentences begin with a capital letter. Have students put their finger on the capital *I* at the beginning of the sentence. Ask: "What type of punctuation mark is at the end of this sentence?" (*period*) Read the sentence together aloud a few times.
2. Now write the sentence on the board, one word at a time, having students write each word on their own sheets after you. Remind students to put a space between each word they write. Finally, have students draw a picture to go with their sentence.

Teachable Moments

As students complete the reproducible, introduce the concept of singular and plural by pointing out the *s* at the end of the word *cats*. Explain that the letter *s* means that there is more than one cat. (You may choose to use illustrations to help students understand the concept of "more than one.") Give students additional examples, such as *dog/dogs, rabbit/rabbits, frog/frogs*, and so on. Encourage students to draw more than one cat when illustrating their sentence.

Materials

- Word Cards: Week 2 (page 372)
- Sentence Strips: Week 2 (page 17)
- Group Activity 8: Find It, Write It (page 160)
- Student Reproducible 7: Write and Draw (page 241)
- shaving cream
- cookie sheets (optional)

Whole Group

1. Review this week's sight words again, using the word cards and sentence strips.
2. Display Group Activity 8: Find It, Write It. Tell students that when you call out a word, it's their job to find it and then write it on one of the lines beneath. Call out a word at random, inviting a volunteer to point to the word and then write it on the line. Continue until each word has been written three times.

Individual Practice

1. Give each student a copy of Student Reproducible 7: Write and Draw. Read the sentence aloud. Say: "All sentences begin with a capital letter. Put your finger on the capital A at the beginning of this sentence. Also, all sentences end with a punctuation mark. Put your finger on the period at the end of this sentence." Then read the sentence together several times.
2. Next, write the sentence on the board, one word at a time, having students write each word after you. Remind them to leave a space between each word in the sentence. When students have finished writing, invite them to draw a picture to go with their sentence.

Accommodating Learning Styles

Good Clean Fun: For each student, squirt some shaving cream on a cookie sheet (or you can squirt the cream directly on the table—it will wipe clean). Give each student enough shaving cream to write in. Then call out one of this week's words and have students use a finger to write the word in the cream. When students have completed the word, they can "erase" it by smoothing out the cream. Then call out another word. Continue until all students have had a chance to write each word.



Materials

- Word Cards: Week 2 (page 372)
- Reading Assessment: Week 2 (page 417)
- Spelling Assessment: Template 1 (page 447)
- overhead projector
- write-on/wipe-off marker
- dowel, ruler, or paint stirrer
- 10- by 12-inch plain white posterboard

Weekly Review

Disappearing Act: In advance, create a "word paddle" by attaching a piece of white posterboard to the end of a dowel, ruler, or paint stirrer. To play the game, write each of this week's words directly on the overhead projector with a write-on/wipe-off marker. Project the words onto a screen, a large sheet of paper, or a blank wall or board. Then call out a word and model how to make the word "disappear"! Simply move toward the screen and place the paddle in front of the word so that the word appears directly on the paddle. Then move the paddle slowly back toward the projector. As the paddle nears the projector, the word will get smaller and smaller until it finally disappears. Call out another word, this time inviting a student to make the word "disappear." Continue calling out words until each student has had a turn.

Reading Assessment

Give each student a copy of Reading Assessment: Week 2. Read aloud one word in each row, in the following order: *dog*, *and*, *like*, *cat*, *to*. Have students circle the word you read.

Spelling Assessment

Make one copy of Spelling Assessment: Template 1 and label it with the week number. Then make a class set and give each student a copy. Read aloud each of this week's words and use it in a sentence. Give students time to write each word on the lines.

Week 3

New Words

the	do
not	want
you	

Sentence Strips

The dog and cat want to run.
We do not want to play.
Do you like dogs and cats?
I do not run like a dog.
Do you want to play?

WEEK 3

DAY

1

Materials

- Word Cards: Week 3 (page 373)
- Sentence Strips: Week 3 (above)
- Group Activity 9: Match It (page 161)
- lap boards and markers or chalk (or plain paper and pencils)

Whole Group

1. Introduce this week's new words, using the word cards and sentence strips. Read and spell each word aloud, and then read each sentence several times.
2. Display Group Activity 9: Match It. Review with students how to draw a line between the words that match. Call on volunteers to match each pair of words.
3. Give students lap boards and markers or chalk, or plain paper and pencils. Call out each of this week's words and write it on the classroom board while students write the same word on their lap boards or paper. (If using lap boards, have students erase each word after they write it. If using paper and pencil, students can either erase the word or use a new sheet.) When you have written all of the words on the board, call out the words for students to write again. This time, rather than word-by-word modeling, encourage students to find the word that's already been written on the classroom board, and then write it on their own.

Teachable Moments

After reading the sentence strips, invite students to come up with their own sentence that contains one of this week's words. Then have students guide you as you write their sentence on the board. For example, if students make up the sentence *The cat can run*, ask questions such as "What is the first word in the sentence?" (*the*) "What kind of letter do I need to begin my sentence with?" (*a capital letter*) After writing the first word, ask, "What do I need to put before the next word?" (*a space*) After writing the last word, ask, "What do I need to put at the end of this sentence?" (*a period*) This is a great way to prepare students for writing their own sentences.



Materials

- Word Cards: Week 3 (page 373)
- Sentence Strips: Week 3 (page 21)
- Group Activity 10: Circle the Word (page 162)
- Student Reproducible 8: Writing Practice (page 242)

Whole Group

1. Following the format of previous lessons, review this week's words using the word cards and sentence strips.
2. Display Group Activity 10: Circle the Word. Call out each word in random order, and invite volunteers to find, say, spell, and circle the word. Continue until all of the words are circled.

Individual Practice

1. Copy and hand out Student Reproducible 8: Writing Practice. On the board, model how to write each word on a line.
2. Now have students write each word five times on their own sheets, using the lines provided.

Accommodating Learning Styles

Jump 'n' Spell: Begin by showing students how to do jumping jacks, and let them practice for a few minutes. Then model how to do jumping jacks while spelling one of this week's words. Say one letter each time you clap your hands above your head, and then do one last jumping jack as you say the full word on the last clap. Practice spelling one of the words as a group. Then have one student at a time do jumping jacks and spell a word you call out.



Materials

- Word Cards: Week 3 (page 373)
- Sentence Strips: Week 3 (page 21)
- Group Activity 11: Missing Letters (page 163)
- Student Reproducible 9: Write and Draw (page 243)

Whole Group

1. Review this week's words again, using the word cards and sentence strips.
2. Display Group Activity 11: Missing Letters. Explain that some of the letters are missing from the words. Model how to fill in the missing letters by reading aloud the word *not* and then filling in the missing *n* on the first blank. Call on volunteers to complete the rest of the words. Encourage students to spell each word as they write it.

Individual Practice

1. Give each student a copy of Student Reproducible 9: Write and Draw. Remind students that all sentences begin with a capital letter and end with a punctuation mark. Have them put their finger on the capital *I* at the beginning of the sentence, and then on the period at the end.
2. Next, write the sentence on the board one word at a time, pausing after each word to give students time to write it. Remind students to put a space between each word they write. When students have finished writing, encourage them to draw a picture to go with the sentence.

Teachable Moments

Students may need guidance in illustrating the sentence on their reproducible. To help spark ideas, ask: “When are some times that you don’t want to play? How do you feel when you don’t want to play?” Students may draw themselves looking angry, feeling sad, or sitting alone. If students have trouble, help them think of a specific incident when they did not feel like playing, and draw the scene.

WEEK 3

DAY

4

Materials

- Word Cards: Week 3 (page 373)
- Sentence Strips: Week 3 (page 21)
- Group Activity 12: Find It, Write It (page 164)
- Student Reproducible 10: Write and Draw (page 244)
- lightweight playground ball or beach ball

Whole Group

1. Using the word cards and sentence strips, review this week’s words once more.
2. Display Group Activity 12: Find It, Write It. Randomly call out one of the words. Invite a student to find the word and then write it on one of the lines beneath. Continue until all the lines have been filled.

Individual Practice

1. Give each student a copy of Student Reproducible 10: Write and Draw. Tell students that today they will be writing a new sentence. Say: “Put your finger on the first letter of the sentence. What kind of letter is it?” (*a capital*) Then ask: “What kind of punctuation mark does the sentence end with?” (*a question mark*)
2. Now write the sentence on the board, one word at a time, having students write each word after you. If students feel comfortable writing the sentence on their own, let them go at their own pace.
3. When students are finished writing, discuss what they need to illustrate. Remind students that the sentence is an asking sentence, and explain that they will need to draw two people in their picture: the person asking the question, and the person being asked.

Teachable Moments

When reading the sentence on the student reproducible, point out how your voice changes pitch at the end of an asking sentence. Encourage students to mimic your inflection, raising their pitch at the end of a question. This will help students distinguish between declarative and interrogative sentences.

Accommodating Learning Styles

O n the Ball: Have students stand in a circle. To play the game, call out one of this week's sight words and then toss the ball to a student. When the student catches the ball, he or she must say and spell the word. Then that student calls out a new word and tosses the ball to another student, who catches the ball and then says and spells the new word. Continue until each student has had a few chances to say and spell words.



Materials

- Word Cards: Weeks 1–3 (pages 371–373)
- Reading Assessment: Week 3 (page 418)
- Spelling Assessment: Template 1 (page 447)

Weekly Review

Word Race: Gather the word cards from the first three weeks. Divide the class into two teams and begin by inviting one student from each team to stand. Hold up a random word card and have students raise their hand when they can read the word. The first student to read the word correctly earns a point for his or her team. Then continue with two new students. Play continues until all of the words have been read. For a challenging variation, have students both read and spell the word to earn a point. Once a student has read a word, turn the card over so he or she can't see the letters to spell the word.

Reading Assessment

Give each student a copy of Reading Assessment: Week 3. Read aloud one word in each row, in the following order: *do*, *not*, *want*, *you*, *the*. Have students circle the word you read.

Spelling Assessment

Make one copy of Spelling Assessment: Template 1 and label it with the week number. Then copy a class set and give one sheet to each student. Read aloud each of this week's words and use it in a sentence. Have students write each word on the lines.

Week 4

New Words

all	is
here	little
big	

Sentence Strips

Can all dogs run and play?
Here is a big cat!
The big dog is not here.
The dog is little.
We all like little cats.

WEEK 4

DAY

1

Materials

- Word Cards: Week 4 (page 374)
- Sentence Strips: Week 4 (above)
- Group Activity 13: Circle the Word (page 165)
- lap boards and markers or chalk (or plain paper and pencils)

Whole Group

1. Introduce the new words for the week, using the word cards and sentence strips. Read each word and sentence aloud several times.
2. Display Group Activity 13: Circle the Word. Call out one of the words. Invite a student to find the word and then read it, spell it, and circle it. Continue calling out the remaining words randomly until all of the words have been circled.
3. Give students lap boards and markers or chalk, or plain paper and pencils. Call out one of the week's new words and write it on the classroom board, having students write the word on their lap boards or paper after you. (If using lap boards, have students erase each word after they write it. If using paper and pencil, students can either erase the word or use a new sheet.) Continue this process until you have written all the week's words on the board. Then call out the words for students to write again. This time, encourage them to find the word that was previously written on the classroom board, and then write it on their own.

Teachable Moments

Help build understanding of the words *little* and *big* by creating a list of things that are little (*penny, insect, mouse*) and a list of things that are big (*elephant, giraffe, house*). You may also want to use manipulatives, such as counting bears, to illustrate the meaning of the word *all*. Hide all the bears to demonstrate *none*, show a few bears to illustrate *some*, and then display all of the bears to show *all*.

Accommodating Learning Styles

Opposites Attract: Give each student a sheet of paper. Direct them to fold it in half and then reopen it. Have students write the word *little* on one side and the word *big* on the other. Then have students draw a little cat and a big cat on the appropriate sides of the paper.



Materials

- Word Cards: Week 4 (page 374)
- Sentence Strips: Week 4 (page 25)
- Group Activity 14: Find It, Write It (page 166)
- Student Reproducible 11: Writing Practice (page 245)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 14: Find It, Write It. Call out a word at random. Have a student find the word and then write it underneath the appropriate box. Continue until each word has been written three times.

Individual Practice

Give each student a copy of Student Reproducible 11: Writing Practice. Review with students how to write each word five times on the lines provided, and give them time to complete the sheet.

Accommodating Learning Styles

Poet's Corner: Write the word *big* on the board or on chart paper, and help students come up with a list of words that rhyme (*pig, fig, wig*). Then use the words to create a silly poem; for example:

*Once there was a pig
Who ate a little fig.
Then he put on a wig,
But it was much too big!*

Write the poem on chart paper and have students illustrate it if they like. Display your poem in the classroom for students to read aloud.

Materials

- Word Cards: Week 4 (page 374)
- Sentence Strips: Week 4 (page 25)
- Group Activity 15: Fill in the Blanks (page 167)
- Student Reproducible 12: Complete the Sentence (page 246)

Whole Group

1. Review the week's sight words, using the word cards and sentence strips.
2. Display Group Activity 15: Fill in the Blanks. Explain to students that each sentence is missing one word. It will be their job to complete each sentence with a word from the Word Bank. First, read the words in the Word Bank aloud. Then, read aloud each sentence and work with students to complete each one. When all sentences are complete, read them aloud together. **Answers:**
1. *little* or *big* 2. *Little, Big, or All* 3. *little, big, or all* 4. *here* 5. *is*

Individual Practice

1. Give each student a copy of Student Reproducible 12: Complete the Sentence. Have students look at the sentence, and ask: "Is this sentence complete?" (*no*) Then ask: "What needs to be done to complete the sentence?" (*add a word*) Make sure students understand that a sentence must express a complete thought. Then explain that many different words might make sense in this sentence.
2. Have students fill in the blank with a word of their choice. You can spark ideas by brainstorming a list of things that are little, such as a baby, a bug, a puppy, and so on. When students have completed the sentence, have them draw a picture to go with it.

Teachable Moments

As students complete their reproducibles, let them know that they are not limited to the words they have learned so far. If they'd like to use a new word, they can use inventive spelling. Encourage students to sound the word out and write the letters for each sound they hear.

Materials

- Word Cards: Week 4 (page 374)
- Sentence Strips: Week 4 (page 25)
- Group Activity 16: Fill in the Boxes (page 168)
- Student Reproducible 13: Write and Draw (page 247)
- index cards
- stapler
- hole punch
- yarn
- scissors

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 16: Fill in the Boxes. To introduce this activity, show students that some letters are short, some are tall, and some have a tail. Write the word *dog* on the board and then draw a box around each letter. Show students that the *d* needs a tall box, the *o* needs a short box, and the *g* needs a box with room for a tail.

- Next, have students read the words in the Word Bank. Explain that students can solve the puzzle by figuring out which words will fit correctly into each set of boxes. Model by showing students how the word *here* fits into the first set of boxes. Then call on volunteers to help fill in the remaining four sets.

Individual Practice

- Give each student a copy of Student Reproducible 13: Write and Draw. Read the sentence aloud together, having students point out the capital *H* at the beginning, and the period at the end.
- Next, have students copy the sentence on the lines. When they have finished, they can draw a picture to illustrate the sentence.

Teachable Moments

After students have completed their reproducibles, you can have them help you write additional sentences. Invite students to come up with a sentence for each of this week's words. Write the sentences on the board, asking students to guide you by telling you when to use a capital letter, where to put a space, and what ending punctuation to use. If there are any words in the sentences that students don't yet know, ask them to help you spell the words by sounding them out. You might even make intentional mistakes for students to catch, such as beginning a sentence with a lowercase letter. Students will enjoy correcting you, and it's also good practice for self-correcting when they write their own sentences.

Accommodating Learning Styles

Shoe Books: Create blank books by folding two index cards in half and stapling the folded side to make a small six-page book. Punch a hole in the top left-hand corner of each book and string it with a piece of yarn. Give a book to each student, and write *My Shoe Book* on the board for students to copy onto the cover of their book. Next, call out each of this week's sight words, giving students time to write one word on each page of their book. When finished, invite students to decorate their book's front and back covers. Then tie each student's book to his or her shoe. (Make sure the book is attached tightly to the tops of students' shoes, so students won't be in danger of tripping.)



Materials

- Reading Assessment: Week 4 (page 419)
- Spelling Assessment: Template 1 (page 447)
- two flashlights



Weekly Review

In the Spotlight: Write this week's sight words on the board and dim the classroom lights slightly. Divide the class into two teams and give a flashlight to one student on each team. Then call out one of the words on the board. The first student to shine his or her light on the correct word earns that team a point. The flashlights then get passed to two new students. Continue playing until each student has had at least one turn. (Safety Note: Remind students not to shine the flashlight in their eyes or their classmates' eyes.)

Reading Assessment

Give each student a copy of Reading Assessment: Week 4. Read aloud one word in each row, in the following order: *little, big, all, is, here*. Have students circle the word you read.

Spelling Assessment

Make one copy of Spelling Assessment: Template 1 and label it with the week number. Then copy a class set and give one sheet to each student. Read aloud each of this week's words and use it in a sentence. Have students write each word on the lines.

Week 5

New Words

she	he
with	funny
are	

Sentence Strips

She is not here.
We want to play with you.
You are not funny.
He likes to play with the dog.
She is funny.

WEEK 5

DAY

1

Materials

- Word Cards: Week 5 (page 375)
- Sentence Strips: Week 5 (above)
- Group Activity 17: Circle the Word (page 169)
- lap boards and markers or chalk (or plain paper and pencils)

Whole Group

1. Introduce this week's new words, using the word cards and sentence strips.
2. Display Group Activity 17: Circle the Word. Call out each of the words at random, having students find, say, spell, and circle the word. Continue until all of the words have been circled.
3. Give students lap boards and markers or chalk, or plain paper and pencils. Call out each of the week's new words and model how to write it on the classroom board, having students write the word on their lap boards or paper after you. (If using lap boards, have students erase each word after they write it. If using paper and pencil, students can either erase the word or use a new sheet.) When you have written all the week's words on the board, call out the words for students to write again. This time, encourage them to find the word that's already been written on the classroom board, and then write it on their own.

Teachable Moments

After introducing the words *she* and *with*, call students' attention to the *sh* and *th* digraphs. Tell students that whenever they see the letters *sh* together, at the beginning or end of a word, the two letters make the /sh/ sound, as in *ship*, *sheet*, *shark*, and *dish*. When they see the letters *th* together, they often make the /th/ sound, as in *think*, *thunder*, *three*, and *bath*. Point out these digraphs whenever you come across them. Also remind students of these digraphs when they are trying to spell a word with one of these sounds.

Materials

- Word Cards: Weeks 1–5 (pages 371–375)
- Sentence Strips: Week 5 (page 30)
- Group Activity 18: Find It, Write It (page 170)
- Student Reproducible 14: Writing Practice (page 248)
- large pot or bowl
- large spoon or ladle

Whole Group

1. Review this week's sight words, using the word cards and sentence strips.
2. Display Group Activity 18: Find It, Write It. Call out each word at random, challenging students to locate the word and then write it on one of the lines underneath. Continue until each word has been written three times.

Individual Practice

Give each student a copy of Student Reproducible 14: Writing Practice. Have students read each word and then write it five times on the lines beneath.

Accommodating Learning Styles

Sight Word Soup: Make an extra copy of this week's word cards, along with any word cards from previous weeks that you'd like to focus on. Give each student one card. Have students form a circle around a large pot or bowl. Place the spoon or ladle in the bowl and then sing the chant below, inserting a new word into each verse. The student holding that word card places it in the bowl and stirs the "soup." Continue until all of the words are in the pot.

Put funny, put funny in the sight word soup.

Put funny, put funny in the sight word soup. (Student puts card in pot.)

Stir it to the left, stir it to the right. (Student stirs.)

Sight word soup for dinner tonight.

Mmm, mmm, good! (All students rub tummies.)



Materials

- Word Cards: Week 5 (page 375)
- Sentence Strips: Week 5 (page 30)
- Group Activity 19: Fill in the Blanks (page 171)
- Student Reproducible 15: Write and Draw (page 249)

Whole Group

1. Review the week's new sight words, using the word cards and sentence strips.
2. Display Group Activity 19: Fill in the Blanks. Remind students that all sentences need to make sense and tell a complete thought. Review with students that for this activity, they will use words from the Word Bank to complete each sentence. Begin by reading aloud the words in the Word Bank. Next, work together to fill in the blanks with the correct words. After all blanks have been filled, read each completed sentence aloud. **Answers:** 1. *funny* 2. *She or He* 3. *with* 4. *She or He* 5. *Are*

Individual Practice

1. Give each student a copy of Student Reproducible 15: Write and Draw. Read the sentence aloud to students, and then have students read it back to you.
2. Next, have students copy the sentence on the lines. When finished, they can draw a picture to go with the sentence.



Materials

- Word Cards: Week 5 (page 375)
- Sentence Strips: Week 5 (page 30)
- Group Activity 20: Shared Writing (page 172)
- Student Reproducible 16: Circle the Word (page 250)
- paper
- pencils
- nontoxic, washable inkpads

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 20: Shared Writing. In this lesson, students will work together to write complete sentences. Call on a volunteer to choose a word from the Word Bank and make up a sentence that contains the word. Then have the student write the first word in the sentence on the first line. Next, call on a new student to write the next word in the sentence.
3. Continue calling on volunteers to write words, assisting when necessary, until the sentence is complete. Then call on a new student to start the process for the next word. As a variation on this activity, you can have one student select a word, make up a sentence, and then choose a classmate to write the sentence.

Accommodating Learning Styles

Stamp It: Provide each student with paper, a pencil with a good eraser, and a washable inkpad. Model for students how to stamp out a letter using the eraser end of the pencil. Students can make dots on the paper to form the shape of the letter. Then call out one of this week's words and have students use their pencil eraser to stamp out the letters to spell the word. Continue with additional words students have learned this week.

Individual Practice

Give each student a copy of Student Reproducible 16: Circle the Word. Call out one word in each row, in the following order: *he, with, she, are, funny*. Have students circle the word you called.



Materials

- Word Cards: Weeks 1–5 (pages 371–375)
- Reading Assessment: Week 5 (page 420)
- Spelling Assessment: Template 1 (page 447)
- small treats (such as stickers or fun-shaped erasers)
- two buckets or boxes

Weekly Review

Lightning Round: Gather the word cards from weeks 1–5. Place a bucket of small treats on the floor in an open area. Have students line up behind the bucket of treats. Place an empty bucket at a distance. Explain that this will be a fast-moving relay race, and then teach students to play the game as follows: Hold up a word card for the first student in line. If the student reads the word quickly and correctly, he or she takes a treat from the first bucket and then walks quickly to place it in the second bucket. The student then returns, tags the next student, and moves to the back of the line. If the student does not read the word correctly, he or she goes to the second bucket and back *without* moving a treat. At the end of the game, students can evenly divide all the treats in the second bucket—so the more words they read correctly, the more treats there are for everyone!

Reading Assessment

Give each student a copy of Reading Assessment: Week 5. Read aloud one word in each row, in the following order: *she, with, are, he, funny*. Have students circle the word you read.

Spelling Assessment

Make one copy of Spelling Assessment: Template 1 and label it with the week number. Then copy a class set and give one sheet to each student. Read aloud each of this week's words and use it in a sentence. Have students write each word on the lines.

Week 6

New Words

make	me
will	pretty
am	

Sentence Strips

I can make pretty pictures.
We will go with you.
I am not big like you.
Do you want to play with me?
You are pretty.

WEEK 6

DAY

1

Materials

- Word Cards: Week 6 (page 376)
- Sentence Strips: Week 6 (above)
- Group Activity 21: Circle the Word (page 173)
- Student Reproducible 17: Writing Practice (page 251)
- lap boards and markers or chalk (or plain paper and pencils)

Whole Group

1. Introduce this week's new words, using the word cards and sentence strips.
2. Display Group Activity 21: Circle the Word. Randomly call out the words, one at a time, and have students find, say, spell, and circle each word.
3. Give students lap boards and markers or chalk, or plain paper and pencils. Call out each of the week's new words and show students how to write it on the classroom board. Have students write the word on their lap boards or paper after you. (If using lap boards, have students erase each word after they write it. If using paper and pencil, students can either erase the word or use a new sheet.) When you have written all the week's words on the board, call out the words for students to write again. This time, invite them to find the word that's already been written on the classroom board, and then write it on their own.

Individual Practice

Pass out copies of Student Reproducible 17: Writing Practice. Have students read each word and then write it five times on the lines beneath.



Materials

- Word Cards: Week 6 (page 376)
- Sentence Strips: Week 6 (page 34)
- Group Activity 22: Find It, Write It (page 174)
- Student Reproducible 18: Fill in the Boxes (page 252)



Whole Group

1. Review the week's words, using the word cards and sentence strips.
2. Display Group Activity 22: Find It, Write It. Randomly call out the words, one at a time, and have a volunteer find the word and then copy it on one of the lines beneath. Continue until each word has been written three times.

Individual Practice

1. Give each student a copy of Student Reproducible 18: Fill in the Boxes. Before students begin, review that some letters are tall, some are short, and some have a tail. Demonstrate by writing the word *pretty* on the board and drawing a box around each letter. Point out that the *p* and the *y* need boxes with room for a tail, the two *ts* need tall boxes, and the *r* and *e* need short boxes.
2. Explain that students should fill each set of boxes on the sheet with a word from the Word Bank, making sure that all the letters fit in the boxes correctly. Have students work independently to complete the reproducible as you circulate, providing guidance as needed.

Accommodating Learning Styles

I Spy: Make an extra copy of this week's word cards and post the cards on a bulletin board or wall. Then choose a secret word and give students clues, inviting them to guess the word you are describing. For example, if your word is *pretty*, you might say: "I spy a word that has six letters." Call on a student to make a guess. If the guess is correct, choose a new word. If not, give another clue, such as: "I spy a word that begins with the letter *p*." Continue the game until all of the words have been guessed correctly.



Materials

- Word Cards: Week 6 (page 376)
- Sentence Strips: Week 6 (page 34)
- Group Activity 23: Choose the Correct Word (page 175)
- Student Reproducible 19: Write and Draw (page 253)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 23: Choose the Correct Word. Remind students that a sentence must tell a complete thought that makes sense. Explain that in today's lesson, each sentence is missing a word.

Students have three choices of words to put in the blank, and they need to choose the word that best completes the sentence.

3. Read the first sentence aloud and then read each of the three choices. Ask: "Which word makes sense in the sentence?" (*pretty*) Model how to fill in the bubble next to the correct answer. Continue completing each sentence as a class. **Answers:** 1. *pretty* 2. *will* 3. *me* 4. *am* 5. *make*.

Individual Practice

1. Give each student a copy of Student Reproducible 19: Write and Draw. Explain that today students will be making up their own sentences to write. Their sentences must contain the word *little*. Before students begin, review the rules of sentence writing, such as beginning with a capital letter, putting a space between each word, and ending with a punctuation mark. You may also want to brainstorm a few example sentences, such as *The dog is little* or *The little cat can run*.
2. Now have students work independently to write their own sentence. If students choose to write a sentence using words that they have not yet learned, invite them to use inventive spelling by sounding out the words and writing the letters for the sounds they hear. You can provide students with guidance as needed. When students are finished writing, have them illustrate their sentence in the box provided.



Materials

- Word Cards: Week 6 (page 376)
- Sentence Strips: Week 6 (page 34)
- Group Activity 24: Shared Writing (page 176)
- Student Reproducibles 20–21: Letter Tiles and Build a Word (pages 254–255)
- scissors
- glue sticks
- paper cups (optional)

Whole Group

1. Using the word cards and sentence strips, review this week's words.
2. Display Group Activity 24: Shared Writing. Explain to students that they will work together to write complete sentences using each word. Call on a volunteer to choose a word from the Word Bank and make up a sentence using that word. Then have the student write the first word of their sentence on the first line. Next, call on another student to write the next word in the sentence.
3. Continue assisting students as necessary, until the sentence is complete. Then repeat the process until students have written a sentence for each word. As a variation, you can have one student select a word, make up a sentence using the word, and then choose a classmate to write the sentence.

Individual Practice

1. Give each student one copy each of Student Reproducibles 20–21: Letter Tiles and Build a Word, along with scissors and glue sticks. First, have students cut out the letters on Student Reproducible 20. To make sure the letters don't get lost, you may want to provide each student with a cup to put their letters in.

2. When students have finished cutting out the letters, they should read the words on Student Reproducible 21 and use the letters to build each word. Encourage students to manipulate the letters until they are sure the word is spelled correctly. Then they can glue the letters on the page in the space provided next to each word.

Accommodating Learning Styles

Popcorn Spelling: Have students sit in chairs or on the floor. To begin the game, say one of this week's words and then call on a student to say the first letter. As the student says the letter, he or she should "pop up" to a standing position. Then call on a new student, who says the next letter as he or she pops up. Continue until the word has been spelled out. Then the whole class shouts out the word, and the students who spelled it sit back down. Repeat the activity for a new word. Continue until each of this week's words has been spelled out. You can spell out the words several times, challenging students to go faster and faster with each round.



Materials

- Word Cards: Weeks 1–6 (pages 371–376)
- Reading Assessment: Week 6 (page 421)
- Spelling Assessment: Template 1 (page 447)
- masking tape
- clean, empty trash can (or basketball hoop, if available)
- foam ball

Weekly Review

Sight Word Basketball: Gather the word cards from the first six weeks. Mark a line on the floor with masking tape, and place the trash can or hoop a few feet away. Have students line up behind the tape mark. Tell students that they will get a chance to shoot a basket after reading and spelling a word. Show the first student in line a random word card. Have the student read and spell the word and then shoot the ball. If the student reads and spells the word correctly, he or she can shoot an extra basket. For a variation, you can call out words for students to spell without using the word cards.

Reading Assessment

Give each student a copy of Reading Assessment: Week 6. Read aloud one word in each row, in the following order: *make*, *am*, *pretty*, *me*, *will*. Have students circle the word you read.

Spelling Assessment

Make one copy of Spelling Assessment: Template 1 and label it with the week number. Then copy a class set and give one sheet to each student. Read aloud each of this week's words and use it in a sentence. Have students write each word on the lines.

Week 7

New Words

what	my
us	jump
call	see

Sentence Strips

What are we going to do?
Do you want to run with us?
I will call you.
Do you want to play with my dog?
He likes to jump and play.
I want to see the cat.



Materials

- Word Cards: Week 7 (page 377)
- Sentence Strips: Week 7 (above)
- Group Activity 25: Circle the Word (page 177)
- Student Reproducible 22: Writing Practice (page 256)

Whole Group

1. Introduce this week's sight words, using the word cards and sentence strips.
2. Display Group Activity 25: Circle the Word. Call out one of the words at random and ask a volunteer to come up and find the word. Then have the student read the word, spell it out, and circle it. Continue calling out words at random and recruiting new volunteers until all of the words have been circled.

Individual Practice

Give each student a copy of Student Reproducible 22: Writing Practice. Review the process for reading each word and then copying it five times on the lines beneath. Give students time to complete the activity sheet.



Materials

- Word Cards: Week 7 (page 377)
- Sentence Strips: Week 7 (page 38)
- Group Activity 26: Unscramble the Words (page 178)
- Student Reproducible 23: Fill in the Boxes (page 257)



Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 26: Unscramble the Words. Explain to students that the words on the chart may look funny, but they are actually the same words they are learning this week. The trick is that the letters are all mixed up! To read them, students must rearrange the letters. First, read aloud the words in the Word Bank. Next, model how to unscramble the first word. (*jump*) Then, work together to unscramble the rest of the words.

Individual Practice

1. Give each student a copy of Student Reproducible 23: Fill in the Boxes. Review with students how to make sure that the letters fit correctly in the boxes: tall letters need a tall box, short letters need a short box, and letters with a tail need a long box.
2. When students have filled in each set of boxes, have them choose a word from the Word Bank and make up a sentence using that word. Have students write their sentence on the line at the bottom of the page.

Accommodating Learning Styles

Fun Fonts: If you have access to a computer, invite students to see this week's words in different styles of letters. First, type one of the words in a document. Then show students how to highlight it and change the font. Give students a chance to try it out. Once they're familiar with the process, invite them to type each of the words three times, using a different font each time. For a greater challenge, students can also try typing the words in different colors.



Materials

- Word Cards: Week 7 (page 377)
- Sentence Strips: Week 7 (page 38)
- Student Reproducible 24: Fill in the Blanks (page 258)

Whole Group

Once again, review this week's sight words, using the word cards and sentence strips.

Individual Practice

1. Give each student a copy of Student Reproducible 24: Fill in the Blanks. Together, read the words in the Word Bank at the top of the page.
2. Next, read the first sentence together and ask students which word fits to complete the sentence. As students figure out the correct word (*what*), have them write it on the line. Point out that the *w* should be written as a capital letter because *what* is the word that starts the sentence. Continue until all of the sentences are complete. Then invite volunteers to read the sentences aloud.

Answers: 1. *What* 2. *us* 3. *my* 4. *jump* 5. *call* 6. *see*.



Materials

- Word Cards: Week 7 (page 377)
- Sentence Strips: Week 7 (page 38)
- Group Activity 27: Fill in the Blanks (page 179)
- Student Reproducibles 25–26: Letter Tiles and Build a Word (pages 259–260)
- scissors
- glue sticks
- paper cups (optional)
- sidewalk chalk

Whole Group

1. Review this week's sight words again, using the word cards and sentence strips.
2. Display Group Activity 27: Fill in the Blanks. Remind students that every sentence needs to tell a complete thought that makes sense. Begin by reading all of the words in the Word Bank. Next, read the first sentence, saying "blank" when you get to the blank. Call on a student to help you figure out which word from the Word Bank completes the sentence. (*my*) Then have the student write the word on the blank line (remind them to use a capital *M*) and cross out the word in the Word Bank. Repeat the process with new volunteers until all of the sentences are complete. Then read the completed sentences aloud. **Answers:** 1. *My* 2. *jump* 3. *see* or *call* 4. *What* 5. *us* 6. *see* or *call*.

Individual Practice

1. Give students one copy each of Student Reproducibles 25–26: Letter Tiles and Build a Word. First, have students cut out the letters on Student Reproducible 25. You might want to give each student a cup to hold the letters.
2. Next, have students read the words on Student Reproducible 26. Encourage them to use the letter tiles to build the words in the space provided. Once they are sure their letters are in the correct order, students can glue the letters on the sheet.

Accommodating Learning Styles

Sidewalk Spelling: Take students outside to a sidewalk or blacktop area. Give each student a piece of sidewalk chalk, and call out each of this week's words, one at a time. Invite students to use their chalk to write the words right on the sidewalk!



Materials

- Word Cards: Week 7 (page 377)
- Reading Assessment: Week 7 (page 422)
- Spelling Assessment: Template 3 (page 449)
- overhead projector
- write-on/wipe-off marker
- word paddle (10- by 12-inch white posterboard attached to a dowel, ruler, or paint stirrer)

Weekly Review

Disappearing Act: Using a write-on/wipe-off marker, write this week's sight words on an overhead transparency. Project the words onto a screen, a large sheet of paper, or a blank wall or board. Then call out a word and invite a volunteer to make the word "disappear." Remind students how to use the paddle to make the word disappear: they move toward the projector and place the paddle in front so the word is projected directly onto it. Then, they move the paddle slowly back toward the projector. As the paddle nears the projector, the word gets smaller until it finally disappears! Continue calling new volunteers until each student has had a turn.

Reading Assessment

Give each student a copy of Reading Assessment: Week 7. Read aloud one word in each row, in the following order: *jump, my, call, us, what, see*. Have students circle the word you read.

Spelling Assessment

Make one copy of Spelling Assessment: Template 3 and label it with the week number. Then copy a class set and give one sheet to each student. Read aloud each of this week's words and use it in a sentence. Have students write each word on the lines.

Week 8

New Words

house	let
said	in
no	come

Sentence Strips

I like that little house.

He said, "The flower is pretty."

No, the cat cannot come in my house.

What will you let me make?

Come in here!

"Let the dog run here," she said.

WEEK 8

DAY

1

Materials

- Word Cards: Week 8 (page 378)
- Sentence Strips: Week 8 (above)
- Group Activity 28: Circle the Word (page 180)
- Student Reproducible 27: Writing Practice (page 261)

Whole Group

1. Introduce this week's sight words, using the word cards and sentence strips.
2. Display Group Activity 28: Circle the Word. Randomly call out one word at a time, inviting a student to find, say, spell, and circle the word. Continue until all of the words have been circled.

Individual Practice

Give each student a copy of Student Reproducible 27: Writing Practice. Have students read each word and then write it five times on the lines provided.

Teachable Moments

When you read this week's sentence strips, take the opportunity to introduce students to quotation marks. Explain: "These marks mean someone is talking. The quotation marks surround the exact words someone says." Reread the two sentences that use quotation marks, pointing to each word as you go. Then ask students which part of the sentence tells what someone said.

WEEK 8

DAY

2

Materials

- Word Cards: Week 8 (page 378)
- Sentence Strips: Week 8 (page 42)
- Group Activity 29: Unscramble the Words (page 181)
- Student Reproducible 28: Answer and Draw (page 262)
- sidewalk chalk
- small rocks or pebbles

Whole Group

1. Review the week's sight words, using the word cards and sentence strips.
2. Display Group Activity 29: Unscramble the Words. Tell students that this week's words are all mixed up, and it's their job to put the letters back in order. First, read the words in the Word Bank. Then, invite a volunteer to come up and unscramble the first word (*come*), providing guidance as needed. Have the student write the word on the line. Continue until all of the words have been unscrambled.

Individual Practice

1. Give each student a copy of Student Reproducible 28: Answer and Draw. Together, read the sentence at the top of the page. Then read the question. As a class, discuss possible answers, such as toys, trucks, dolls, and so on.
2. Next, have students write an answer sentence on the lines. When students have finished writing, encourage them to draw a picture to illustrate their sentence.

Accommodating Learning Styles

Hopscotch: Take students outside to play this game. Draw a traditional hopscotch board on a sidewalk or blacktop. (You may want to draw a few boards so that more students can play at one time.) Instead of writing numbers, write a sight word in each box. Then show students how to play the game: The first player tosses a pebble on the board and hops to that box. The player must read the word before picking up the pebble and hopping back. Then it is the next player's turn. Continue until each player has had a few chances to toss, hop, and read.

Teachable Moments

As students complete their reproducibles, remind them that they should answer the question with a sentence. Review that a complete sentence tells a whole thought. For example, tell students that rather than simply writing the word *blocks*, they should write the sentence *I like to play with blocks*.

WEEK 8

DAY

3

Materials

- Word Cards: Week 8 (page 378)
- Sentence Strips: Week 8 (page 42)
- Transparency 1: Choose the Correct Word (page 479)
- Student Reproducibles 29–30: Letter Tiles and Build a Word (pages 263–264)
- scissors
- glue sticks
- paper cups (optional)

Whole Group

1. Review this week's new words, using the word cards and sentence strips.
2. Display Transparency 1: Choose the Correct Word. Remind students that a sentence isn't complete unless it makes sense. Explain that one word is missing in each sentence, and students will have three words to choose from to complete the sentence. Read the first three word choices aloud. Then read the first sentence and ask: "Which word makes sense in the sentence?" (*house*) Fill in the bubble next to the answer. Then repeat the process, working together to complete the remaining sentences.
Answers: 1. *house* 2. *let* 3. *come* 4. *said* 5. *No* 6. *in*.

Individual Practice

1. Give each student a copy each of Student Reproducibles 29–30: Letter Tiles and Build a Word. First, have students cut out the letters on Student Reproducible 29. You may want to give each student a cup to hold the letters.
2. Next, have students read the words on Student Reproducible 30. Encourage students to manipulate the letters to build each word in the space provided. When they are sure the letters are in the correct order, they can glue down their words.

Teachable Moments

Use the word *let* to introduce word families. Write the word on the board and explain that rhyming words have the same ending sound. Many rhyming words also have endings that are spelled the same way. So, if you want to write a word that rhymes with *let*, you only need to change the first letter. Demonstrate by writing the word *bet* beneath the word *let*. Circle the *-et* endings and then ask: "Which letter did I change?" Underline the *b*. Then work as a group to come up with more *-et* words, such as *get*, *set*, *met*, *pet*, and so on. Read your rhyming word list together.

WEEK 8

DAY

4

Materials

- Word Cards: Week 8 (page 378)
- Sentence Strips: Week 8 (page 42)
- Group Activity 30: Shared Writing (page 182)
- Student Reproducible 31: Fill in the Blanks (page 265)
- chalk

Whole Group

1. Using the word cards and sentence strips, review this week's words.
2. Display Group Activity 30: Shared Writing. Explain that in this lesson, students will work together to write complete sentences. Call on a student to choose a word from the Word Bank and make up a sentence that uses the word. Then have the student write the first word in the sentence on the first line, providing guidance if needed.
3. Next, call on a new student to write the next word in the sentence. Continue calling different students until the sentence is complete. Repeat until students have completed a sentence for each word. As a variation, you can have one student select a word from the top of the page, make up a sentence, and then choose a classmate to write the sentence.

Individual Practice

1. Give each student a copy of Student Reproducible 31: Fill in the Blanks. Together, read the words in the box. Then read the first sentence and ask students which word best completes the sentence. (*let*) Have students write the word on the line.
2. Continue working with students, as needed, until each sentence is complete. Then read all the completed sentences together. **Answers:** 1. *let* 2. *said* 3. *house* 4. *in* 5. *No* 6. *come*.

Accommodating Learning Styles

Spell, Step, and Sit: Divide the class into two teams. Have teams line up in front of opposite sides of the classroom board. (The lines should begin at a short distance from the board.) Give the first student in each line a piece of chalk. Then call out a sight word at random. Students should go to the board, write the word, return to give the next student the chalk, and then step quickly to the back of the line and sit down. The first student to write the word correctly and sit down at the back of the line earns a point for that team. Continue until each student has had a turn.

WEEK 8

DAY

5

Materials

- Word Cards: Weeks 1–8 (pages 371–378)
- Reading Assessment: Week 8 (page 423)
- Spelling Assessment: Template 3 (page 449)

Weekly Review

Word Race: Gather the word cards for all of the words students have learned so far. Divide the class into two teams. You may want to let students choose a name for their team. To begin, invite one student from each team to stand, and then hold up a word card. The first student to read the word correctly earns a point for his or her team. Continue calling on two new students. Play until each word has been read correctly. For a challenging variation, have students read and then spell the word to earn the point. After the student reads the word, turn the card over so he or she cannot see the letters to spell the word.

Reading Assessment

Give each student a copy of Reading Assessment: Week 8. Read aloud one word in each row, in the following order: *house*, *no*, *said*, *let*, *in*, *come*. Have students circle the word you read.

Spelling Assessment

Make one copy of Spelling Assessment: Template 3 and label it with the week number. Then run off a class set and give each student a copy. Read aloud each of this week's words and use it in a sentence. Have students write each word on the lines.

Week 9

Review Words from Weeks 1–8

WEEK 9

DAY

1

Materials

- Word Cards: Weeks 1–8 (pages 371–378)
- Student Reproducible 32: Yes or No? (page 266)
- Cumulative Word List: Weeks 1–8 (page 409)

Individual Practice

1. Give each student a copy of Student Reproducible 32: Yes or No? Tell students that each sentence on the page is made up of words they have learned. Before students begin the activity, write the words *yes* and *no* on the board.
2. Now tell students that some of the sentences on the sheet make sense, and some do not. Students should read each sentence and decide if it makes sense. If it does, they should write *yes* on the line. If it doesn't, they should write *no*. Have students complete the activity independently. Then discuss students' answers as a group. **Answers:** 1. *yes* 2. *no* 3. *yes* 4. *no* 5. *yes* 6. *yes*.

Accommodating Learning Styles

Word Race: Gather the word cards from weeks 1–8. Divide the class into two teams for a word-reading race. Have one student from each team stand up. Hold up a random word card. The first student to read the word correctly earns a point for his or her team. Then continue with two new students. Play until you have reviewed all of the words from weeks 1–8.

Home-School Connection

Use Cumulative Word List: Weeks 1–8 to involve families in students' learning. For each student, make one copy of the word list to send home with a note to families, explaining that in the past several weeks, students have learned all these words. Encourage families to practice both reading and writing the words with their children. You might suggest that family members give their child an incentive, such as a sticker for the words he or she can read and write correctly.

Materials

- Word Cards: Weeks 1–8 (pages 371–378)
- Student Reproducible 33: Fill in the Blanks (page 267)
- clean, empty trash can (or basketball hoop, if available)
- masking tape
- foam ball

Individual Practice

1. Give each student a copy of Student Reproducible 33: Fill in the Blanks. Explain that the words in the box at the top are all words students have learned over the past several weeks. Each of the sentences below is missing a word. Students should choose the word that fits best in each sentence.
2. First, have students read the words in the box at the top. Then have students choose one word to complete each sentence. Students who feel comfortable completing the activity on their own can work independently. You can invite students who need assistance to gather with you, and help them complete the activity as a small group.
3. When all students are finished, ask volunteers to read the complete sentences aloud. For variation, ask groups to read aloud together, such as all boys, all girls, or all students at a given table.
Answers: 1. *am* 2. *house* 3. *you* 4. *us* 5. *not* 6. *all* 7. *pretty*.

Teachable Moments

Use the word cards to make the most of transition times. For example, have students read or spell a word before lining up, going to their seats, going to their cubbies, and so on.

Accommodating Learning Styles

Sight Word Basketball: Gather the word cards from weeks 1–8. Mark a line on the floor with masking tape and place the trash can or hoop a few feet away. Have students line up behind the tape mark, and then review the rules for the game. Explain that students will get a chance to shoot a basket after reading and spelling a word. Show a random word card to the first student in line. Have the student read and spell the word, and then shoot the ball. If the student reads and spells the word correctly, he or she can shoot an extra basket. For a variation, you can call out words for students, instead of using word cards.



Materials

- Word Cards: Weeks 1–8 (pages 371–378)
- Student Reproducible 34: Word Bingo (page 268)
- dried beans or counters
- paper cups

Whole Group

1. Give each student a copy of Student Reproducible 34: Word Bingo. Gather the word cards from weeks 1–8 and select 16 words you would like to reinforce. Call out the words, one at a time, and have students write each word in a random box on their reproducible. (Make sure students do not write the words in order; all the boards should be different.)
2. When all the boxes are filled, give each student a cup of dried beans or counters to use as board markers. Then call out the words again, having students find each word on their boards and cover it with a marker. The first student to cover four squares in a row (horizontally, vertically, or diagonally) calls out “Bingo!” Then it’s time to clear the game boards and play again.

Accommodating Learning Styles

Around the World: To play this game, arrange the classroom chairs in a circle and have all students take a seat. (To keep track of students’ original seats, you might have them label a sticky note with their name and attach it to their chair.) Choose any two students who are sitting next to each other and have them stand side by side. Hold up a word card. The first student to read the word correctly moves to the next chair (in a clockwise direction). The other student sits down in the vacant seat. Then have the next two students stand up and repeat the process. Each time two students compete, the first student to read the word correctly moves on to the next chair; the other student sits in the vacant seat. Play continues until a student gets back to his or her original seat.



Materials

- Word Cards: Weeks 1–8 (pages 371–378)
- Student Reproducible 35: Circle the Word (page 269)
- flashlight
- small treats (such as stickers or fun-shaped erasers)

Individual Practice

Give each student a copy of Student Reproducible 35: Circle the Word. Call out one word in each row, in the following order: *can, want, not, am, funny, us, play, he, all*. Have students circle the word you called.

Accommodating Learning Styles

In the Spotlight: Make an extra copy of the word cards from weeks 1–8. Cut out the cards and attach them to a bulletin board or wall. Then dim the lights in the room slightly. Give one student a flashlight and call out a random word on the wall. Challenge the student to “spotlight” that word by shining the flashlight on it. You may want to offer an incentive for correct responses, such as a sticker or other small treat. Continue until all students have had a turn. As a variation, you can use two flashlights and challenge students to be the first to “spotlight” the called word. (Safety Note: Remind students not to shine the flashlight in their eyes or their classmates’ eyes.)



Materials

- Quarterly Sight Word Assessment: Week 9 (pages 453–454)
- Word Cards: Weeks 1–8 (pages 371–378); optional
- highlighter

Quarterly Sight Word Assessment

1. To assess students’ grasp of the words they’ve learned from weeks 1–8, perform individual assessments. For each student, make one copy of Quarterly Sight Word Assessment: Week 9. Meet with students individually. Point to each word in random order and have the student read the word aloud. Keep track by highlighting the words that the student reads correctly. Note that students should have automaticity with these words; if a student stalls on a word or attempts to sound it out, count it as a missed word.
2. As an alternative, use the word cards to assess students. Flash the cards one at a time, setting aside any words the student misses. Highlight on the assessment sheet the words the student reads correctly.
3. When finished, count up the highlighted words and record the student’s score. You might provide families with a copy of the completed assessment, and encourage them to practice any missed words at home with their child.

Week 10

New Words

help	find
ride	there
work	Sunday*

*bonus word

Sentence Strips

Will you help me find my book?

I like to ride my bike.

Will you let me work with you?

I cannot find my work.

There is a funny little dog.

We will come over on Sunday.

WEEK 10

DAY

1

Materials

- Word Cards: Week 10 (page 379)
- Sentence Strips: Week 10 (above)
- Group Activity 31: Circle the Word (page 183)
- Student Reproducible 36: Writing Practice (page 270)

Whole Group

1. Introduce this week's new sight words, using the word cards and sentence strips.
2. Display Group Activity 31: Circle the Word. Call out one of the words at random. Then select a student to come up and find the word. Encourage the volunteer to read, spell, and circle the word. Repeat the process with new volunteers until all of the words have been circled.

Individual Practice

Give each student a copy of Student Reproducible 36: Writing Practice. Invite students to read each word and then copy it five times on the lines beneath.

Teachable Moments

Tell students that in the weeks to come, there will be several "bonus words" for them to learn, and introduce *Sunday* as the first of these. Explain to students that if they correctly spell these special bonus words on their weekly assessment, they will get a star on their paper. This is also a good time to discuss that the word *Sunday* names a day of the week and that all the days of the week begin with a capital letter.

Materials

- Word Cards: Week 10 (page 379)
- Sentence Strips: Week 10 (page 50)
- Group Activity 32: Unscramble the Words (page 184)
- Student Reproducible 37: Answer and Draw (page 271)
- Kaboom! Numeral Cards (page 408)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 32: Unscramble the Words. Explain to students that the words in the Word Bank match the words underneath—the difference is, the words at the bottom have their letters all mixed up. Together, read the words in the Word Bank. Model how to unscramble the first mixed-up word (*help*) and write it on the line. Then ask volunteers to come up and unscramble the remaining words.

Individual Practice

1. Give each student a copy of Student Reproducible 37: Answer and Draw. Read the sentence at the top of the page together. Next, read the question and discuss possible answers, such as *I like to run* or *I like to jump*.
2. Have students answer the question by writing a sentence on the lines. Remind students that their sentences should be complete; rather than answering the question with a word, such as *play*, students should write the full sentence *I like to play*. If students want to use words they have not yet learned, encourage them to sound the words out and use inventive spelling. When they've finished writing, have students illustrate their sentence in the box.

Accommodating Learning Styles

Kaboom!: Make several copies of the Kaboom! Numeral Cards. Then arrange students in groups of five and give each student a numeral card between 1 and 5. (If you would rather use groups of four students, use only the numeral cards 1 to 4.) Explain that when you call out a word, teams should huddle up and make sure each team member knows how to spell the word correctly (encourage students to whisper so other teams can't hear). Wait a minute to allow students to confer, and then call "Kaboom!" This is the signal for teams to stop talking immediately. Now call out a number between 1 and 5. The student on each team with that number goes to the board and writes the word you called. Each student who spells the word correctly earns a point for his or her team. Continue until you have reviewed each word several times.

Materials

- Word Cards: Week 10 (page 379)
- Sentence Strips: Week 10 (page 50)
- Group Activity 33: Fill in the Blanks (page 185)
- Student Reproducible 38: Fill in the Boxes (page 272)

Whole Group

1. Review this week's sight words, using the word cards and sentence strips.
2. Display Group Activity 33: Fill in the Blanks. Review with students how to choose a word from the Word Bank to complete each sentence so that it makes sense. Read aloud the words in the Word Bank. Then read aloud the first sentence, saying "blank" when you get to the blank. Encourage students to help you find the word that fits best (*ride*), write it on the blank line, and cross out the word in the Word Bank. Continue working together to complete the remaining sentences. Then, reread all of the sentences together. **Answers:** 1. *ride* 2. *find* 3. *There* 4. *help* 5. *work* 6. *Sunday*.

Individual Practice

1. Give each student a copy of Student Reproducible 38: Fill in the Boxes. Review with students how to make sure that the letters fit correctly in the boxes: Tall letters need a tall box, short letters need a short box, and letters with a tail need a long box.
2. When students have filled in each set of boxes, have them choose a word from the Word Bank and make up a sentence using that word. Have students write their sentence on the line at the bottom of the page.

Accommodating Learning Styles

O n the Go: Make an extra copy of this week's word cards and post them around the room at students' eye level. Gather students in the center of the room and call on a student or pair of students to move toward a specific word in a certain way. For example, you might say, "Benjamin, hop over to the word *help*," or "Vanessa, skip over to the word *work*." Continue calling out different words and actions until each student has had a turn. If a student is having trouble, you might pair him or her up with a more advanced student and have them move toward the word together.

Materials

- Word Cards: Week 10 (page 379)
- Sentence Strips: Week 10 (page 50)
- Group Activity 34: Shared Writing (page 186)
- Student Reproducible 39: Build a Word (page 273)
- old newspapers and magazines
- scissors
- glue sticks

Whole Group

1. Using the word cards and sentence strips, review this week's sight words once more.
2. Display Group Activity 34: Shared Writing. Explain to students that they will work together to write sentences. First, read the words in the Word Bank. Then choose one student to select a word and make up a sentence using the word. The student then writes the first word of the sentence on the line.
3. Next, call on another student to write the next word in the sentence. Continue calling different students until the sentence is complete. Repeat the process until students have written a complete sentence for each word. As a variation, you can have one student select a word, make up a sentence, and then choose a classmate to write the sentence.

Individual Practice

1. Give each student a copy of Student Reproducible 39: Build a Word. Provide students with old newspapers, magazines, scissors, and glue sticks. Explain that in this version of the Build a Word activity, students will not be cutting out letter tiles. Instead, they will search newspapers and magazines to find the letters themselves.
2. Have students read the first word on the activity sheet. Then encourage them to search for and cut out the letters they need. Let students know that they do not have to look for the letters in order. Also tell students that they should look for letters that are larger rather than smaller. You might want to model how to cut out the letters neatly and carefully.
3. When students have found all the letters they need for the first word, have them arrange the letters in order and glue them down in the space provided. Then they can continue on to the next word.

Teachable Moments

Since *there* is one of this week's sight words, this is a good opportunity to introduce the commonly confused words *there*, *their*, and *they're*. Write all three words on the board and explain that *there* refers to a place, *their* refers to something that belongs to people, and *they're* is short for the words *they are*. Give examples of each word used in a sentence. You may want to write a few sentences on the board with the words *there*, *their*, or *they're* missing, and challenge students to tell which word fits in the blank.

Materials

- Word Cards: Weeks 1–10 (pages 371–379)
- Reading Assessment: Week 10 (page 424)
- Spelling Assessment: Template 2 (page 448)
- small treats (such as stickers or fun-shaped erasers)
- two buckets or boxes

Weekly Review

Lightning Round: Gather the word cards from weeks 1–10. Place a bucket of stickers or other small treats on the floor in an open area. Have students line up behind the bucket of treats. Then place an empty bucket several feet away. Have students play the relay game as follows. Hold up a word card for the first student in line. If the student reads the word correctly—and quickly—he or she takes a treat from the first bucket and walks quickly to place it in the second bucket. The student then returns, tags the next student, and moves to the back of the line. If the student does not read the word correctly, he or she goes to the second bucket and back *without* moving a treat. Tell students that at the end of the game, they will be evenly dividing all the treats in the second bucket. They will soon see that the more words they read correctly, the more treats there will be for everyone.

Reading Assessment

Give each student a copy of Reading Assessment: Week 10. Read aloud one word in each row, in the following order: *help*, *ride*, *work*, *find*, *there*, and the bonus word, *Sunday*. Have students circle the word you read. Mark students' papers with a star if they circle the bonus word correctly.

Spelling Assessment

Make one copy of Spelling Assessment: Template 2 and label it with the week number. Then run off a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write each word on the line. Read the bonus word, *Sunday*, last, so students can write this word on the "bonus word" line. If students spell the word correctly, mark their papers with a star.

Week 11

New Words

keep	on
away	this
ran	if
can't	Monday*

Sentence Strips

My dad said I can keep this dog.
My pet ran away.
We can't play in the rain.
I am on the phone.
I do not want this book.
If you run, you might fall.
You will see me on Monday.

*bonus word

WEEK 11

DAY

1

Materials

- Word Cards: Week 11 (page 380)
- Sentence Strips: Week 11 (above)
- Group Activity 35: Circle the Word (page 187)
- Student Reproducible 40: Writing Practice (page 274)

Whole Group

1. Introduce the week's sight words, using the word cards and sentence strips. Point out that *Monday* is a bonus word. If students read and spell this word correctly on their assessment, they will receive a star on their paper.
2. Display Group Activity 35: Circle the Word. Call out one of the words at random and invite a student to come up and find the word. Then have the student say, spell, and circle the word. Continue until all of the words have been circled.

Individual Practice

Give each student a copy of Student Reproducible 40: Writing Practice and have students copy each word three times on the lines provided.

Teachable Moments

When introducing this week's words, draw attention to the word *can't*. Explain that this word is a contraction, and means the same as *cannot*. The apostrophe stands in for the missing letters. Give students a few examples of sentences using the word *cannot*, and then show them how the word *can't* can be used interchangeably.

Materials

- Word Cards: Week 11 (page 380)
- Sentence Strips: Week 11 (page 55)
- Group Activity 36: Unscramble the Sentences (page 188)
- Student Reproducible 41: Story Time (page 275)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 36: Unscramble the Sentences. Read the first sentence aloud and ask: "Does this sentence make sense?" (*no*) "Why not?" (*The words are in the wrong order.*) Tell students that in this activity, it's their job to rearrange the words so that each sentence makes sense.
3. Point out that every sentence begins with a capital letter, so students should first look for the word that begins with a capital (though some sentences will have other words that begin with capital letters). Also point out that a word followed by a punctuation mark is the last word in the sentence. Work together to unscramble the first sentence, crossing out each word as you go and writing the new sentence on the line beneath. Explain that students must use all of the words in the scrambled sentence. Continue guiding students until you have unscrambled each sentence. Together, read the corrected sentences aloud. **Answers:** 1. *Can I keep the dog?* 2. *My cat ran away.* 3. *I can't run like you.* 4. *This is not my book.* 5. *I will ride my bike on Monday.* 6. *What if it rains today?*

Individual Practice

1. Give each student a copy of Student Reproducible 41: Story Time. Explain that today you will be reading a story. Tell students that they may not be familiar with two words in the story. Write the words *Jake* and *poor* on the board, explaining that *Jake* is a name for a person (or animal) and that *poor* is a word that in this story means "feeling sorry for someone."
2. Now read the story aloud to students, having them point to each word as you read. Then reread the story a few times, asking students to chime in and read along. Next, read aloud each sentence below the story and guide students to refer back to the story before deciding whether the answer is yes or no. Have students write their answers on the lines provided. **Answers:** 1. *no* 2. *yes* 3. *no*.

Teachable Moments

When working on the student reproducible, use the word *Jake* as a springboard for a mini-lesson on word families. Write *Jake* on the board and explain: "If we change the *J* to another letter, we will get a word that rhymes." Write the word *make* and ask: "How are these two words alike?" (*They both end with -ake.*) Invite a volunteer to come up and underline the *-ake* ending in both words. Then work together to brainstorm more rhyming words, such as *rake*, *bake*, *cake*, *lake*, and *take*.

Materials

- Word Cards: Week 11 (page 380)
- Sentence Strips: Week 11 (page 55)
- Transparency 2: Fill in the Blanks (page 480)
- Student Reproducible 42: Unscramble the Words (page 276)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Transparency 2: Fill in the Blanks. To begin, help students read aloud the words in the Word Bank. Explain that students will use these words to complete the sentences below, and that they may need to capitalize the first letter of some lowercase words. Now read the first sentence aloud. Invite a volunteer to choose the word from the Word Bank that best completes the sentence. (*away*) Have the student write the word on the blank line. Continue inviting volunteers to complete each of the sentences. Then, read all of the sentences aloud together. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *away* 2. *keep* 3. *can't* 4. *ran* 5. *on* 6. *Monday* 7. *This*.

Individual Practice

1. Give each student a copy of Student Reproducible 42: Unscramble the Words. Tell students that these are this week's sight words. Ask: "What is wrong with these words?" (*The letters are in the wrong order.*) Encourage students to unscramble each word and write it on the line beneath.
2. When students have finished, encourage them to choose one word and write a sentence using that word. Invite students to write their sentence on the line at the bottom of the page.

Accommodating Learning Styles

Sight Word Boogie: Make extra copies of this week's word cards and give each student a card (multiple students will have the same word). Have students stand in a circle, and lead them in singing the sight word version of "The Hokey Pokey." Students with the appropriate sight word card may jump in and out of the circle; for example:

Put can't in. (Students with the *can't* card jump in.)

Put can't out. (Students with the *can't* card jump out.)

Put can't in and shake it all about. (Students with the *can't* card jump in and shake.)

You do the Sight Word Boogie, and you turn yourself around. (All students turn around.)

That's what it's all about! (All students clap.)



Materials

- Word Cards: Week 11 (page 380)
- Sentence Strips: Week 11 (page 55)
- Group Activity 37: Shared Writing (page 189)
- Student Reproducible 43: Write and Draw (page 277)
- rhythm sticks (two dowels or paint stirrers for each student)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 37: Shared Writing. Remind students that for this activity, they will work together to write complete sentences. Invite a volunteer to choose a word from the Word Bank and

make up a sentence using that word. Then have the student write the first word of the sentence on the line. Next, call on a new volunteer to write the next word in the sentence.

3. Continue calling on volunteers until students have written a sentence for each word. As a variation, you can have one student make up a sentence, and then he or she may choose a classmate to write the sentence.

Individual Practice

1. Give each student a copy of Student Reproducible 43: Write and Draw. Tell students that today they will be writing and illustrating two sentences of their own. Point out the words *keep* and *away* and tell students that they will be writing a sentence using each word. You may want to brainstorm a few examples, such as *My mom said I can keep this dog* and *My cat ran away*.
2. Before students begin writing, remind them that they must begin their sentence with a capital letter, end it with a punctuation mark, and leave a space between each word. Have students write their sentences on the lines and then draw pictures to illustrate them in the boxes. If students want to use words they have not yet learned, encourage them to sound out the words and use inventive spelling.

Accommodating Learning Styles

Let's Get the Rhythm: Give each student two dowels or paint stirrers to use as rhythm sticks. Begin by modeling how to keep a beat, tapping the sticks together and having students tap along. Next, sing or chant "Let's Get the Rhythm," inserting one of this week's words into each verse; for example:

Let's get the rhythm of ran.

Let's get the rhythm of ran.

R-A-N ran, R-A-N ran.

Now we've got the rhythm of ran.

Now we've got the rhythm of ran.

Continue the activity, singing or chanting a new verse for each word. Encourage students to keep a steady beat with their rhythm sticks throughout the song.

Materials

- Word Cards: Weeks 1–11 (pages 371–380)
- Reading Assessment: Week 11 (page 425)
- Spelling Assessment: Template 4 (page 450)
- masking tape
- clean, empty trash can (or basketball hoop, if available)
- foam ball

Weekly Review

Sight Word Basketball: Gather the word cards from weeks 1–11. Mark a line on the floor with masking tape and place the trash can or basketball hoop a few feet away. Have students line up behind the mark, and explain that they will read a sight word and then get a chance to shoot a basket. Show a word card to the first student in line and have the student read the word. Then let the student shoot the ball. If the student reads the word correctly, he or she gets to shoot an extra basket. As a variation, omit the word cards and have students spell each word to shoot a basket.

Reading Assessment

Give each student a copy of Reading Assessment: Week 11. Read aloud one word in each row, in the following order: *this*, *can't*, *away*, *if*, *keep*, *on*, *ran*, and the bonus word, *Monday*. Have students circle the word you read. Mark students' papers with a star if they circle the bonus word correctly.

Spelling Assessment

Make one copy of Spelling Assessment: Template 4 and label it with the week number. Then run off a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write each word on the lines. Read the bonus word, *Monday*, last so students can write this word on the "bonus word" line. If students spell the word correctly, mark their papers with a star.

Week 12

New Words

good	did
have	or
read	too
any	Tuesday*

*bonus word

Sentence Strips

He is a good boy.
I have work to do.
We like to read funny books.
She did not find any flowers.
Did you let the cat in the house?
You can have a dog or a cat.
Can I come too?
What did you do on Tuesday?

WEEK 12

DAY

1

Materials

- Word Cards: Week 12 (page 381)
- Sentence Strips: Week 12 (above)
- Group Activity 38: Circle the Word (page 190)
- Student Reproducible 44: Writing Practice (page 278)

Whole Group

1. Using the word cards and sentence strips, introduce this week's new words. Point out that *Tuesday* is a bonus word; if students read and spell this word correctly on their assessment, they will get a star on their paper.
2. Display Group Activity 38: Circle the Word. Call out one of the words at random and have a student come up and find the word. Then have the student say, spell, and circle the word. Continue calling on volunteers until all of the words have been circled.

Individual Practice

Give each student a copy of Student Reproducible 44: Writing Practice. Have students read each word and write it three times on the lines provided.

Teachable Moments

When introducing this week's words, point out the word *too* and explain that it sounds the same as another word students have learned: *to*. However, the words have different meanings. Explain that *too* means "also." Give some examples of sentences using each word, such as *I want to play* and *Can I play too*? Tell students that when they write their own sentences using *to* or *too*, they should think about which way to spell it depending on the meaning of the word in the sentence.

Materials

- Word Cards: Week 12 (page 381)
- Sentence Strips: Week 12 (page 60)
- Group Activity 39: Unscramble the Sentences (page 191)
- Student Reproducible 45: Answer and Draw (page 279)
- shaving cream
- cookie sheets (optional)

Whole Group

1. Review this week's new words, using the word cards and sentence strips.
2. Display Group Activity 39: Unscramble the Sentences. Read the first sentence aloud and ask students if it makes sense. Then explain that the words are all mixed up and need to be rearranged in an order that gives the sentence meaning. Point out that every sentence begins with a capital letter, so students need to first look for the word that begins with a capital. Also point out that the word followed by a punctuation mark will be the last word in the sentence.
3. Guide students in unscrambling each sentence, crossing out each word as you use it and writing the new sentence on the line beneath. After unscrambling all of the sentences, together read each one aloud. **Answers:** 1. *Do you have a good book?* 2. *I have a big cat.* 3. *We like to read.* 4. *I do not have any money.* 5. *Is she little or big?* 6. *He did not do his work.*

Individual Practice

1. Give each student a copy of Student Reproducible 45: Answer and Draw. Explain that in this lesson students will read a sentence and then respond to a question relating to what they read. Read the sentence aloud together and then read the question. You may want to brainstorm some ways in which students help you, their teacher, such as pushing in chairs, cleaning up, and so on. As students give examples, write them on the board, modeling how to sound out each unfamiliar word.
2. Before students begin writing, remind them that their answer must be a complete sentence. For example, tell students that rather than writing *collect homework*, they should write *I like to help my teacher collect homework*. When students have finished writing, they can illustrate their sentence in the box provided.

Accommodating Learning Styles

Good Clean Fun: For each student, squirt some shaving cream on a cookie sheet, or, if you like, squirt the shaving cream directly on the table—it will wipe clean. Be sure to make a layer that is thick enough for students to write in. Then call out each of this week's words and invite students to use their finger to write the word in the cream. Students can “erase” by wiping the cream smooth.

Materials

- Word Cards: Week 12 (page 381)
- Sentence Strips: Week 12 (page 60)
- Transparency 3: Choose the Correct Word (page 481)
- Student Reproducible 46: Unscramble the Words (page 280)

Whole Group

1. Using the word cards and sentence strips, review this week's sight words.
2. Display Transparency 3: Choose the Correct Word. Explain that in today's lesson, students will be completing sentences using one of three words. Read the first sentence aloud and then read the choices. Ask a student which word best completes the sentence. (*good*) Fill in the bubble next to the correct answer. Complete the remaining sentences as a class. **Answers:** 1. *good* 2. *have* 3. *read* 4. *any* 5. *or* 6. *Did* 7. *Tuesday*.

Individual Practice

1. Give each student a copy of Student Reproducible 46: Unscramble the Words. Invite students to rearrange the letters in each word. Remind students that they must use all the letters in each word in order to spell it correctly, and write the word on the lines beneath.
2. Next, have students choose one of the words and write a sentence using that word. Remind students to begin their sentence with a capital and end it with a punctuation mark. Have students write their sentences on the line provided at the bottom of the page.

Teachable Moments

When reviewing this week's words, use the word *too* to introduce the digraph -oo. Explain that /oo/ is the sound students hear in *boo*, *tooth*, and *balloon*. Ask students for more examples and list them on the board, underlining the -oo in each word. Remind students to use the digraph when they use inventive spelling, and also when they are sounding out an unfamiliar word while reading.

Accommodating Learning Styles

Jump 'n' Spell: Practice doing jumping jacks with the class, and then have students form a line in front of you. Say one of this week's words, and have the first student in line spell it out as he or she does jumping jacks. Students should say one letter each time they clap their hands above their heads, and then say the whole word on the last jumping jack. Repeat with the next student in line, this time using a different word. Continue until each student has had a turn.

Materials

- Word Cards: Week 12 (page 381)
- Sentence Strips: Week 12 (page 60)
- Student Reproducible 47: Choose the Correct Word (page 281)
- flyswatters (or dowels attached to squares of posterboard)

Whole Group

Review this week's words, using the word cards and sentence strips.

Individual Practice

1. Give each student a copy of Student Reproducible 47: Choose the Correct Word. Point out that this activity is similar to the group activity you did as a class. Read the first sentence aloud and then read the three choices. Work together to choose the correct answer (*have*), and tell students to fill in the bubble next to that word.
2. Have students complete the page independently as you circulate, providing assistance as needed. When students are finished, review their answers as a class. **Answers:** 1. *have* 2. *read* 3. *any* 4. *Did* 5. *or*.

Accommodating Learning Styles

Swat It: Write each of this week's words on the board. Divide the class into two groups and have each group line up in front of the board. Give a flyswatter to the first student in each line, and call out a word at random. The first student to swat the correct word earns a point for his or her team. Continue until each student has had a few turns.



Materials

- Word Cards: Week 12 (page 381)
- Reading Assessment: Week 12 (page 426)
- Spelling Assessment: Template 4 (page 450)
- word paddle (10- by 12-inch white posterboard attached to a dowel, ruler, or paint stirrer)
- overhead projector
- write-on/wipe-off marker

Weekly Review

Disappearing Act: Using a write-on/wipe-off marker, write this week's words directly on an overhead projector. Project the words onto a screen or a blank wall or board. Call out a word and let a volunteer make the word "disappear." To do this, he or she moves toward the projector, places the paddle in front so the word appears on the paddle, and then moves the paddle slowly back toward the projector. As the paddle nears the projector, the word gets smaller until it finally disappears. Continue until each student has had at least one turn.

Reading Assessment

Give each student a copy of Reading Assessment: Week 12. Read aloud one word in each row, in the following order: *have*, *any*, *or*, *too*, *did*, *read*, *good*, and the bonus word, *Tuesday*. Have students circle the word you say. Mark students' papers with a star if they circle the bonus word correctly.

Spelling Assessment

Make one copy of Spelling Assessment: Template 4 and label it with the week number. Then run off a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write each word on the lines. Read the bonus word, *Tuesday*, last, so students can write this word on the "bonus word" line. If students spell the word correctly, mark their papers with a star.

Week 13

New Words

your	look
when	go
that	hot
say	Wednesday*

Sentence Strips

Your baby sister is so cute!
When is your birthday?
Is that your book?
What did you say?
Look at the funny clown.
I want to go to the zoo with you.
My mom likes hot tea.
Will it be hot on Wednesday?

*bonus word

WEEK 13

DAY

1

Materials

- Word Cards: Week 13 (page 382)
- Sentence Strips: Week 13 (above)
- Group Activity 40: Find It, Write It (page 192)
- Student Reproducible 48: Writing Practice (page 282)

Whole Group

1. As you introduce this week's words, using the word cards and sentence strips, point out that *Wednesday* is a bonus word. Tell students that if they read and spell this word correctly on their assessment, they will receive a star on their paper.
2. Display Group Activity 40: Find It, Write It. Call out a word at random and invite a volunteer to come up, find the word, and then write it on one of the lines underneath. Continue calling on different students until all the lines have been filled.

Individual Practice

Give each student a copy of Student Reproducible 48: Writing Practice. Have students copy each word three times on the lines provided.

Teachable Moments

When introducing this week's words, invite students to come up with words that rhyme with *hot*. Review that for a word to rhyme with *hot*, students must change the first letter. Ask a volunteer to think of a word that rhymes with *hot* (such as *not*), and then challenge him or her to write it on the board. Continue with words such as *dot*, *lot*, and *pot*. You can also encourage students to write words that begin with clusters or digraphs, such as *shot*, *slot*, and *trot*.

Materials

- Word Cards: Week 13 (page 382)
- Sentence Strips: Week 13 (page 64)
- Transparency 4: Unscramble the Sentences (page 482)
- Student Reproducible 49: Fill in the Boxes (page 283)
- lightweight playground ball or beach ball

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Transparency 4: Unscramble the Sentences. Read aloud the first sentence and ask students if it makes sense. Then point out that the words are in the wrong order. Remind students that a word with a capital letter begins every sentence, and a word followed by a punctuation mark ends the sentence. (Point out that other words in the sentence may begin with a capital letter as well.)
3. Guide students in unscrambling each sentence, crossing out each word as you use it and writing the correct sentence on the line beneath. Then read all of the sentences aloud as a class.

Answers: 1. *It is not hot outside.* 2. *Your dog can run fast!* 3. *I do not like that house.* 4. *He wants to go with you.* 5. *Look at that funny little cat.* 6. *My mom will come on Wednesday.* 7. *When did you say that?*

Individual Practice

1. Give each student a copy of Student Reproducible 49: Fill in the Boxes. Remind students that to fill each set of boxes correctly, they must think about which letters need a tall box, a short box, or a box with room for a tail.
2. Have students fill each set of boxes with a word from the Word Bank. Then have them write a sentence using one of the words.

Accommodating Learning Styles

O n the Ball: Have students stand in a circle. Begin the game by calling out a word and tossing the ball to a student. When the student catches the ball, he or she should say and spell the word. Then the student with the ball should call out a new word and toss the ball to another student. That student says and spells the word, and then tosses the ball to someone else. Continue until each student has had at least one chance to catch and throw the ball.

Materials

- Word Cards: Week 13 (page 382)
- Sentence Strips: Week 13 (page 64)
- Transparency 5: Fill in the Blanks (page 483)
- Student Reproducible 50: Write and Draw (page 284)

Whole Group

1. Review this week's sight words, using the word cards and sentence strips.
2. Display Transparency 5: Fill in the Blanks. Read aloud the words in the Word Bank. Review with students that they should choose one word to complete each sentence. Then read aloud the first sentence and ask a volunteer to say which word best completes it. (*say*) Write the word on the blank line. Continue working together to fill in each blank with the correct word. Tell students that not all of the words in the Word Bank will be used. Also remind them that the first word of every sentence begins with a capital letter. Then read the completed sentences. **Answers:** 1. *say* 2. *that* 3. *go* 4. *Wednesday* 5. *your* 6. *hot* 7. *When*.

Individual Practice

1. Give each student a copy of Student Reproducible 50: Write and Draw. Explain that today students will write two sentences on their own. Point out the words *that* and *when*, and help students brainstorm a few example sentences for each word.
2. Have students write their sentences on the lines, using inventive spelling for any words they don't know. Then have students illustrate each sentence in the box provided.

Teachable Moments

As students write their sentences on their reproducibles, point out that a sentence beginning with the word *when* is probably an asking sentence. Review that asking sentences end with a question mark. You may want to write a few "when" sentences on the board and invite volunteers to come up and add the question mark.

Accommodating Learning Styles

Poet's Corner: Write the word *hot* on the board, and together, brainstorm a list of words that rhyme (*pot*, *not*, *spot*, and so on). Then use the rhyming words to create a silly poem, as in this example.

*A dog named Spot
Wanted soup that was hot.
So he got a big pot,
And he made quite a lot!*

Write the poem on chart paper, and work together to think of a title. You can also have students illustrate the poem. Hang the poem in the classroom, inviting students to read it regularly.



Materials

- Word Cards: Week 13 (page 382)
- Sentence Strips: Week 13 (page 64)
- Student Reproducible 51: Story Time (page 285)

Whole Group

Review this week's words, using the word cards and sentence strips.

Individual Practice

1. Give each student a copy of Student Reproducible 51: Story Time and read the story aloud with the class. Then invite different groups of students to read it without your help.
2. Next, read aloud the sentences below the story. Ask students to use the story to fill in the bubble next to each correct answer. As an extension, students can write a sentence about Bud and draw a picture to go with it. **Answers:** 1. *brown* 2. *boy dog* 3. *park* 4. *a bone*.

Accommodating Learning Styles

On the Go: Make an extra copy of this week's word cards and post them around the room at students' eye level. Gather students in the center of the room. Call on a student to move toward a specific word. You might say, "Roberto, jump over to the word *hot*," or "Carly, swim over to the word *look*." Continue calling out different words and actions until each student has had a turn.



Materials

- Word Cards: Weeks 1–13 (pages 371–382)
- Reading Assessment: Week 13 (page 427)
- Spelling Assessment: Template 4 (page 450)

Weekly Review

Word Race: Gather the word cards from the first 13 weeks. Divide the class into two teams and let students make up their team names. To begin, invite one student from each team to stand, and then hold up a word card. The first student to read the word correctly earns a point for his or her team. Then call on two new students. Play until each word has been read correctly. As a variation, have students read and then spell the word to earn a point. (After the student reads the word, turn the card over so that he or she must spell the word without seeing the letters.)

Reading Assessment

Give each student a copy of Reading Assessment: Week 13. Read aloud one word in each row, in the following order: *your*, *hot*, *when*, *go*, *look*, *say*, *that*, and the bonus word, *Wednesday*. Have students circle the word you say. Mark students' papers with a star if they circle the bonus word correctly.

Spelling Assessment

Make one copy of Spelling Assessment: Template 4, and label it with the week number. Then run off a class set and give each student a copy. Read aloud each of this week's words and use it in a sentence. Have students write each word on the lines. Read the bonus word, *Wednesday*, last, so students can write this word on the "bonus word" line. If students spell the word correctly, mark their papers with a star.

Week 14

New Words

put	where
friend	get
it	at
be	Thursday*

Sentence Strips

Please put your toys away.
She is a good friend.
Is it going to rain today?
I will be good in school.
Where are you going?
Get the ball!
I am at my friend's house.
Can you go on Thursday?

*bonus word



Materials

- Word Cards: Week 14 (page 383)
- Sentence Strips: Week 14 (above)
- Group Activity 41: Find It, Write It (page 193)
- Student Reproducible 52: Writing Practice (page 286)

Whole Group

1. Introduce this week's words, using the word cards and sentence strips. Point out the bonus word, *Thursday*, and tell students that if they can read and spell this word correctly on their assessment, they will get a star on their paper.
2. Display Group Activity 41: Find It, Write It. Call out a word at random. Challenge a volunteer to find the word and then write it on one of the lines beneath. Continue with new volunteers until all the lines have been filled.

Individual Practice

Give each student a copy of Student Reproducible 52: Writing Practice. Have students read each word and then copy it three times on the lines beneath.

Teachable Moments

As you introduce this week's words, point out that *friend* begins with the letter cluster *fr-*. Discuss how the sounds /f/ and /r/ are blended together to make /fr/. Then write some other clusters on the board, such as *pl-*, *gr-*, *st-*, *fl-*, and so on, and encourage students to blend the letters to make each sound.

Materials

- Word Cards: Week 14 (page 383)
- Sentence Strips: Week 14 (page 68)
- Transparency 6: Choose the Correct Word (page 484)
- Student Reproducible 53: Unscramble the Sentences (page 287)
- index cards
- stapler
- hole punch
- yarn
- scissors

Whole Group

1. Use the word cards and sentence strips to review the week's sight words.
2. Display Transparency 6: Choose the Correct Word. Explain that in today's lesson, students will be completing sentences using one of three words. Read the first sentence aloud and then read the three choices. Work with students to complete the sentence and then fill in the bubble next to the correct answer. (*friend*) Continue working together to complete the remaining sentences. Read each completed sentence aloud with the class. **Answers:** 1. *friend* 2. *Where* 3. *It* 4. *Put* 5. *at* 6. *be* 7. *get*.

Individual Practice

1. Give each student a copy of Student Reproducible 53: Unscramble the Sentences. Read the first sentence with students and ask if it makes sense. Review with students how to rearrange the words to make the sentence read correctly, reminding them that the sentence should begin with a capital letter and end with a punctuation mark. Remind students that they must use all of the words in the scrambled sentence to make a new one.
2. Have students unscramble each sentence, crossing out each word as they use it, and writing the new sentence on the line beneath. When students have unscrambled both sentences, they should use the box to illustrate each sentence. **Answers:** *I want to keep this dog./I will be your friend.*

Accommodating Learning Styles

Shoe Books: Fold two index cards in half and staple the folded side to make a small book for each student. Punch a hole in the top left-hand corner of each book, and string a piece of yarn through the hole. Give a book to each student and write "My Shoe Book" on the board for students to copy onto the cover of their books. Next, call out six of this week's words, giving students time to write one word on each page of their books. When finished, let students decorate their book's front and back covers. Then tie each student's book to the top of his or her shoe (making sure to tie tightly so that students won't trip).

Materials

- Word Cards: Week 14 (page 383)
- Sentence Strips: Week 14 (page 68)
- Group Activity 42: Shared Writing (page 194)
- Student Reproducible 54: Write and Draw (page 288)
- large pot or bowl
- large spoon or ladle

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 42: Shared Writing. Invite a volunteer to choose a word from the Word Bank and make up a sentence using that word. Then have the student write the first word of the sentence on the line. Next, choose a new student to write the next word in the sentence. Continue until the sentence is complete. Then choose a volunteer to begin a sentence with a new word.
3. Repeat the process until a sentence has been written for each word. As a variation, you can have one student make up a sentence and choose a classmate to write the sentence.

Individual Practice

1. Give each student a copy of Student Reproducible 54: Write and Draw. Point out the words *friend* and *where*, explaining to students that they will be writing one sentence for each word. Together, brainstorm some sample sentences using the words.
2. Have students write their own sentences on the lines, using inventive spelling as necessary. Then encourage students to draw an illustration for each sentence.

Accommodating Learning Styles

Sight Word Soup: Make an extra copy of this week's word cards (and additional weeks, if desired). Give one card to each student and have students form a circle. Place a large pot or bowl in the center of the circle, along with a soup ladle. Then chant the lyrics, as in the example below, inserting a different word in each verse. The student with that sight word puts the word card in the pot and stirs. Continue until all of the words are in the pot.

Put friend, put friend in the sight word soup.

Put friend, put friend in the sight word soup. (Student puts card in pot.)

Stir it to the left, stir it to the right. (Student stirs.)

Sight word soup for dinner tonight.

Mmm, mmm, good! (All students rub tummies.)

Materials

- Word Cards: Week 14 (page 383)
- Sentence Strips: Week 14 (page 68)
- Student Reproducible 55: Choose the Correct Word (page 289)
- old newspapers
- highlighter pens

Whole Group

Review this week's words, using the word cards and sentence strips.

Individual Practice

1. Give each student a copy of Student Reproducible 55: Choose the Correct Word. Discuss with students that each sentence is missing a word. Students will need to pick one of three word choices to complete the sentence correctly.
2. Have students work independently to fill in the bubble next to each correct answer. You may also choose to have students write the word in the blank so that they can more easily read the completed sentences. When students are finished, read the sentences aloud as a group.

Answers: 1. *Put* 2. *at* 3. *friend* 4. *Where* 5. *It*.

Accommodating Learning Styles

Headline Highlights: Give each student a newspaper article (about one to two columns), along with a highlighter pen. Encourage students to begin at the top of the article and read left to right, highlighting all of the words they know. When students are finished, you can use a different-colored highlighter to mark any previously learned words students may have missed.



Materials

- Word Cards: Weeks 1–14 (pages 371–383)
- Reading Assessment: Week 14 (page 428)
- Spelling Assessment: Template 4 (page 450)
- two buckets or boxes
- small treats (such as stickers or fun-shaped erasers)

Weekly Review

Lightning Round: Gather the word cards from weeks 1–14. Place a bucket of small treats on the floor in an open area, and have students line up behind it. Place an empty bucket several feet away. To play, hold up a word card for the first student in line. If the student quickly and correctly reads the word, he or she takes a treat from the bucket, and walks quickly to place the treat in the second bucket. He or she then returns to tag the next student and moves to the back of the line. If the student does not read the word correctly, he or she goes to the second bucket and back *without* moving a treat. At the end of the game, students can evenly divide all of the treats in the second bucket.

Reading Assessment

Give each student a copy of Reading Assessment: Week 14. Read aloud one word in each row, in the following order: *where*, *get*, *it*, *be*, *friend*, *put*, *at*, and the bonus word, *Thursday*. Have students circle the word you say. Mark students' papers with a star and the bonus word, if they circle the bonus word correctly.

Spelling Assessment

Make one copy of Spelling Assessment: Template 4 and label it with the week number. Then run off a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write each word on the lines. Read the bonus word, *Thursday*, last, so students can write this word on the "bonus word" line. If students spell the word correctly, mark their papers with a star.

Week 15

New Words

green	pink
yellow	purple
red	white
brown	orange
blue	black

Sentence Strips

The grass is green.

The fish is yellow.

That is a big red apple.

I lost my brown hat.

I have a blue boat.

That is a pretty pink flower.

I have a pair of purple shoes.

My dog has a white tail.

My father drives an orange truck.

Do you have my black shirt?

WEEK 15

DAY

1

Materials

- Word Cards: Week 15 (pages 384–385)
- Sentence Strips: Week 15 (above)
- Group Activity 43: Find It, Write It (page 195)
- Student Reproducible 56: Writing Practice (page 290)
- coloring pages
- crayons

Whole Group

1. Introduce this week's new words, using the word cards and sentence strips.
2. Display Group Activity 43: Find It, Write It. Call out one of the words at random and challenge a student to locate the word and then write it on one of the lines beneath. Continue until all the lines have been filled.

Individual Practice

Give each student a copy of Student Reproducible 56: Writing Practice. Have students read each word and then copy it three times on the lines.

Accommodating Learning Styles

Color by Words: Now that students are learning color words, you can use word labels to create a color-by-numbers style activity. Simply write color words in different areas of a coloring sheet and run off a class set. Students can read each word and color that section with the appropriate color crayon.



Materials

- Word Cards: Week 15 (pages 384–385)
- Sentence Strips: Week 15 (page 72)
- Group Activity 44: Match It (page 196)
- Student Reproducible 57: Color Words (page 291)
- crayons or markers
- paper
- pencils
- washable inkpads

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. In advance, prepare Group Activity 44: Match It. Color each box with a crayon or marker, coloring them out of order. Then display the activity and challenge volunteers to match each word with the appropriate color box, drawing a line to connect each pair.

Individual Practice

Give each student a copy of Student Reproducible 57: Color Words, along with crayons. Encourage students to read each word and then color the box appropriately. For an additional challenge, remove the paper wrapping from students' crayons so that they cannot use the color labels for help.

Accommodating Learning Styles

Stamp It: Give each student a sheet of paper, a pencil with a good eraser, and a washable inkpad. Model for students how to stamp out a letter by pressing the eraser to the washable inkpad and then onto the paper, forming the dots into the shape of a letter. When students are comfortable with the process, call out one of this week's words and challenge students to stamp out the word by forming each letter with dots. Continue with additional words.



Materials

- Word Cards: Week 15 (pages 384–385)
- Sentence Strips: Week 15 (page 72)
- Group Activity 45: Unscramble the Words (page 197)
- Student Reproducible 58: Story Time (page 292)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 45: Unscramble the Words. Together, read the words in the Word Bank. Then model how to unscramble the first word and write it on the line beneath. (*pink*) Next, invite a volunteer to come up and unscramble the next word. Continue until students have unscrambled all of the words.

Individual Practice

1. Give each student a copy of Student Reproducible 58: Story Time. Read the story aloud to students, having them follow along by sweeping their fingers under the word and across the page. Then let students read the story back to you several times, individually, in pairs, in small groups, or all together.
2. Next, read the questions and give students time to circle the correct answers. For item 5, have students draw a picture on the back of their paper. When students are finished, review their answers as a group. Invite volunteers to share and explain their pictures. **Answers:** 1. *pretty leaves* 2. *no* 3. *a rake* 4. *fall*.

Accommodating Learning Styles

I Spy: Make an extra copy of this week's word cards and post them on a bulletin board or wall. Then choose a "secret" word and give students clues about it. For example, if your word is *pink*, you might say, "I spy a word that starts with the letter *p*." Invite a student to make a guess. If the guess is correct, choose a new word. If not, give another clue, such as "I spy a word that has four letters." Continue until students have guessed each word correctly.



Materials

- Word Cards: Week 15 (pages 384–385)
- Sentence Strips: Week 15 (page 72)
- Student Reproducible 59: Write and Draw (page 293)

Whole Group

Review this week's words, using the word cards and sentence strips.

Individual Practice

1. Give each student a copy of Student Reproducible 59: Write and Draw. Ask: "If you could have any pet, what would it be?" Students may mention real pets (such as a dog or a cat) or imaginative ones (such as a dinosaur or a hippo). Then ask: "What color would your pet be?"
2. Have students write a sentence on the line about their choice of pet, including its color. Remind students to write a complete sentence, such as *I would like to have a purple fish*. When students have finished writing, they can use the box to draw a picture of their pet.

Materials

- Word Cards: Weeks 1–15 (pages 371–385)
- Reading Assessment: Week 15 (page 429)
- Spelling Assessment: Template 6 (page 452)
- masking tape
- clean, empty trash can (or basketball hoop, if available)
- foam ball

Weekly Review

Sight Word Basketball: Mark a line on the floor with masking tape and place a trash can or basketball hoop a few feet away. Have students line up behind the mark. Explain that you will hold up a word card for them to read. Students should read the word and then shoot the ball and try to make a basket. Now hold up a random word card for the first student in line, asking him or her to read the word. If the student reads the word correctly, he or she can shoot one extra basket. As a variation, have students spell the word without seeing the word card.

Reading Assessment

Give each student a copy of Reading Assessment: Week 15. Read aloud one word in each row, in the following order: *green, yellow, red, brown, blue, pink, purple, white, orange, black*. Have students circle the word you read.

Spelling Assessment

Make one copy of Spelling Assessment: Template 6 and label it with the week. Then make a class set and give each student a copy. Read aloud each of this week's words and use it in a sentence, giving students time to write each word on the lines.

Week 16

New Words

who	today
about	cold
an	now
yes	Friday*

*bonus word

Sentence Strips

Who wants to go to the park?

What is your story about?

I have an orange and a banana.

Yes, I want to go outside and play.

Today is Friday.

It is cold in here.

Now it is time to do your work.

WEEK 16

DAY

1

Materials

- Word Cards: Week 16 (page 386)
- Sentence Strips: Week 16 (above)
- Group Activity 46: Circle the Word (page 198)
- Student Reproducible 60: Writing Practice (page 294)

Whole Group

1. Introduce this week's words, using the word cards and sentence strips. Point out to students that *Friday* is a bonus word; if they read and spell this word correctly on their assessment, they will receive a star on their paper.
2. Display Group Activity 46: Circle the Word. Call out one word at a time, having volunteers take turns coming up and finding the word. Students should find, read, spell, and then circle the word. Continue until all of the words have been circled.

Individual Practice

Give each student a copy of Student Reproducible 60: Writing Practice. Have students read each word and then copy it three times on the lines.

Teachable Moments

As you read this week's sentence strips, point out that the word *Friday* is capitalized in the sentence *Today is Friday*. Ask: "Why might a word be capitalized if it is not the first word in the sentence?" Elicit that *Friday* names a day of the week, and all the days of the week are always capitalized.

WEEK 16

DAY

2

Materials

- Word Cards: Week 16 (page 386)
- Sentence Strips: Week 16 (page 76)
- Transparency 7: Fill in the Blanks (p. 485)
- Student Reproducible 61: Answer the Questions (page 295)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Transparency 7: Fill in the Blanks. Read aloud the words in the Word Bank. Review with students that they will be choosing one word to complete each sentence. Read aloud one sentence at a time, working together to choose the correct word. Write each word in the blank and then read the completed sentences aloud together. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *about* 2. *cold* 3. *now* or *today* 4. *Who* 5. *now* or *today* 6. *an* 7. *Friday*.

Individual Practice

1. Give each student a copy of Student Reproducible 61: Answer the Questions. Read the two sentences aloud. Then have students read the sentences back to you. Discuss any words students may be unfamiliar with.
2. Next, read aloud the first question and discuss the answer. Explain that when students write the answer, they should write it as a complete sentence; in other words, rather than simply writing *Jack*, students should write *Jack has a yellow house*. Model how to write the answer on the board if necessary. Continue discussing the answer to each question before students write. You may want to give students this helpful hint: When writing the answer as a complete sentence, students can find the spellings of the words they need right in the question. Answers may vary.

Teachable Moments

As you review this week's sentence strips, use the sentence *I have an orange and a banana* to discuss the difference between the articles *an* and *a*. Explain that students should use *an* when the next word begins with a vowel, and *a* when the next word begins with a consonant. Write several sentences on the board, drawing a blank line in place of the words *an* and *a*, and ask students to fill in the blank with the correct word. If students are having trouble, underline the word after the blank and discuss whether it begins with a consonant or a vowel.

WEEK 16

DAY

3

Materials

- Word Cards: Week 16 (page 386)
- Sentence Strips: Week 16 (page 76)
- Transparency 8: Word Search (page 486)
- Student Reproducible 62: Fill in the Boxes (page 296)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Transparency 8: Word Search. Together, read the words in the Word Bank. Then explain that each of these words is hidden in the grid of letters. The letters in each word form a straight line—vertically (down), or horizontally (across). Model how to find the first

Word Search Answer Key

a	h	w	p	o	e	w	h	o	q
e	c	f	r	i	d	a	y	a	p
g	y	y	e	s	f	c	b	o	v
q	g	e	n	l	a	f	s	q	x
n	a	z	b	t	o	d	a	y	r
h	n	t	c	l	w	d	l	c	f
p	v	r	i	y	c	n	i	o	j
f	u	d	g	p	k	o	k	l	e
j	h	i	e	r	c	w	t	d	u
a	b	o	u	t	b	u	b	z	x

word, *who*, which appears horizontally on the top line, and circle it. Continue as a class, searching for the remaining words. As you find each word in the grid, circle it and then cross it out in the Word Bank.

Individual Practice

1. Give each student a copy of Student Reproducible 62: Fill in the Boxes. Discuss and review how to make sure that each letter fits correctly in the box. Then have students write each word in the appropriate set of boxes.
2. Next, have students choose one word and make up a sentence using that word. Encourage students to write their sentence on the line.

Accommodating Learning Styles

Popcorn Spelling: Have students sit in their seats or on the floor. Say one of this week's words, and then randomly call on one student at a time to spell a letter in the word. The first student says the first letter and "pops up" to a standing position. The next student pops up and says the second letter, and so on, until the whole word is spelled out. Then the whole class shouts the word, and the spellers sit back down. Repeat with each word, spelling all of this week's words several times.



Materials

- Word Cards: Week 16 (page 386)
- Sentence Strips: Week 16 (page 76)
- Student Reproducible 63: Build a Word (page 297)
- old newspapers and magazines
- scissors
- glue sticks
- highlighter pens

Whole Group

Review this week's words, using the word cards and sentence strips.

Individual Practice

1. Give each student a copy of Student Reproducible 63: Build a Word, along with scissors, glue sticks, and old newspapers and magazines. Explain to students that they will be hunting for letters to spell each word on the activity sheet. Point out that larger letters will be easier for students to cut out than smaller ones.
2. Encourage students to hunt for and cut out each letter they will need to spell the words, and then glue them down to form the word in the space provided. Tell students that they do not need to find the letters in the order they appear in the word.

Accommodating Learning Styles

Headline Highlights: Give each student a newspaper article (one to two columns long) and a highlighter pen. Ask students to hunt for words they know, starting at the top of the first column and moving left to right. Students should highlight words they recognize. When they are finished, you can use a different-colored highlighter to point out any familiar words they may have missed.



Materials

- Word Cards: Week 16 (page 386)
- Reading Assessment: Week 16 (page 430)
- Spelling Assessment: Template 4 (page 450)
- overhead projector
- write-on/wipe-off marker
- word paddle (10- by 12-inch white posterboard attached to a dowel, ruler, or paint stirrer)

Weekly Review

Disappearing Act: Using a write-on/wipe-off marker, write this week's words directly on an overhead projector. Project the words onto a screen, a large sheet of paper, or a blank wall or board. Then call out a word and select a volunteer to make the word "disappear" by placing the paddle in front of the word (so the word appears on the paddle) and then move it slowly toward the projector. As the paddle nears the projector, the word gets smaller until it finally disappears. Continue until each student has had at least one turn.

Reading Assessment

Give each student a copy of Reading Assessment: Week 16. Read aloud one word in each row, in the following order: *now*, *cold*, *today*, *yes*, *an*, *about*, *who*, and the bonus word, *Friday*. Have students circle the word you say. Mark students' papers with a star if they circle the bonus word correctly.

Spelling Assessment

Make one copy of Spelling Assessment: Template 4 and label it with the week number. Then make a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write each word on the line. Read the bonus word, *Friday*, last, so students can write this word on the "bonus word" line. If students spell the word correctly, mark their papers with a star.

Week 17

New Words

up	give
sleep	use
as	how
they	Saturday*

*bonus word

Sentence Strips

It is time to get up now.

I want to go to sleep.

I am as tall as you.

They are all going to the park.

Will you give me a hug and a kiss?

Do you need to use my pencil?

How can I help you?

Can you call us on Saturday?

WEEK 17

DAY

1

Materials

- Word Cards: Week 17 (page 387)
- Sentence Strips: Week 17 (above)
- Group Activity 47: Find It, Write It (page 199)
- Student Reproducible 64: Writing Practice (page 298)

Whole Group

1. Introduce this week's new words, using the word cards and sentence strips.
2. Display Group Activity 47: Find It, Write It. Call out one word at a time at random, having volunteers take turns finding the word and then writing it on one of the lines beneath. Continue until all the lines have been filled.

Individual Practice

Give each student a copy of Student Reproducible 64: Writing Practice. Have students write each word three times on the lines provided.

Teachable Moments

As you introduce this week's words, write *sleep* on the board and underline the *-ee*. Ask: "What sound do these letters make?" (*long e*) Together, brainstorm more *-ee* words (*feet, see, beep, teeth*), writing them on the board and underlining the *-ee* in each.

Materials

- Word Cards: Week 17 (page 387)
- Sentence Strips: Week 17 (page 80)
- Transparency 9: Word Search (page 487)
- Student Reproducible 65: Unscramble the Sentences (page 299)

Whole Group

1. Review the week's sight words, using the word cards and sentence strips.
2. Display Transparency 9: Word Search. Review with students that each word in the Word Bank is hidden in the grid of letters, reading vertically (down) or horizontally (across) in a straight line. Model how to find and circle the first word, *give* (reading horizontally on the bottom line), and then cross it out in the Word Bank. Invite volunteers to find and circle the remaining words.

Word Search Answer Key

a	u	p	u	l	t	h	a	v	s
j	c	e	z	m	b	i	u	e	z
n	b	m	x	h	s	d	s	i	k
s	h	j	c	o	l	f	e	y	w
a	s	t	a	w	n	d	n	u	r
s	a	t	u	r	d	a	y	j	t
k	i	e	b	a	c	r	d	q	h
v	c	s	l	e	e	p	m	z	e
h	p	x	e	v	i	a	f	p	y
w	l	q	y	p	g	i	v	e	a

Individual Practice

1. Give each student a copy of Student Reproducible 65: Unscramble the Sentences. Review with students that for this activity, they must rearrange the words in each sentence so the sentence has meaning. Read aloud the first sentence. Work together to unscramble it correctly. (*The boy wants to go to sleep.*) Then have students write the sentence on the line beneath.
2. Let students work independently to unscramble the remaining sentences. Remind them that a capitalized word should come first and the word immediately followed by a punctuation mark should come last. In addition, remind students that they must use all of the words in each sentence. When students are finished, review the sentences as a class. **Answers:** 1. *The boy wants to go to sleep.* 2. *How can I help you?* 3. *Please give me that ball.* 4. *They are my friends.* 5. *We will run up the hill.*

Accommodating Learning Styles

Fun Fonts: If you have access to a computer with a word processing program, invite students to type this week's words and experiment with different font styles. Show students where to click to change fonts, and let students take turns typing each word three times, each time in a different font. For an extra challenge, students can also type the words using different colors.

Materials

- Word Cards: Week 17 (page 387)
- Sentence Strips: Week 17 (page 80)
- Group Activity 48: Shared Writing (page 200)
- Student Reproducible 66: Describe a Picture (page 300)
- sidewalk chalk

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 48: Shared Writing. Invite a student to choose a word from the Word Bank and make up a sentence using that word. Have the student write the first word of the sentence on the line. Then have a different student write the next word, and so on, until the sentence is complete. Repeat the process until students have written a sentence for each word. As a variation, you may choose to have one student select a word, make up a sentence, and then write the whole sentence.

Individual Practice

1. Give each student a copy of Student Reproducible 66: Describe a Picture. Explain that in this activity, students will be writing a few sentences about the picture. Together, brainstorm words students might use, such as *bunnies*, *cooking*, *aprons*, *chef hats*, *carrots*, *cutting*, *table*, and *bowl*, and write these words on the board.
2. As students write their sentences, remind them of the rules for sentences: Sentences begin with a capital letter, end with a punctuation mark, have spaces between words, and must make sense. When students are finished, invite them to share their sentences with the group or with a partner.

Accommodating Learning Styles

Sidewalk Spelling: Take students outside to a sidewalk or blacktop area. Give each student a piece of sidewalk chalk. Call out each of this week's words, one at a time, and invite students to use their chalk to write the words on the sidewalk.



Materials

- Word Cards: Week 17 (page 387)
- Sentence Strips: Week 17 (page 80)
- Student Reproducible 67: Fill in the Blanks (page 301)
- lightweight playground ball or beach ball

Whole Group

Review this week's words, using the word cards and sentence strips.

Individual Practice

1. Give each student a copy of Student Reproducible 67: Fill in the Blanks. Together read the words in the Word Bank. Read the first sentence as a class and ask students which word best fits to complete the sentence. (*they*) Have students write the word on the blank line.
2. Encourage students to complete the remaining sentences independently. When students are finished, have them take turns reading the sentences aloud. **Answers:** 1. *they* 2. *up* 3. *use* 4. *sleep* 5. *give* 6. *Saturday* 7. *How* 8. *as*.

Accommodating Learning Styles

O n the Ball: Have students stand in a circle. To play the game, call out one of this week's sight words and then toss the ball to a student. When the student catches the ball, he or she must say and spell the word. Then that student calls out a new word and tosses the ball to another student, who catches the ball and then says and spells the new word. Continue until each student has had a few chances to say and spell words.



Materials

- Word Cards: Weeks 1–17 (pages 371–387)
- Reading Assessment: Week 17 (page 431)
- Spelling Assessment: Template 4 (page 450)
- two flashlights

Weekly Review

In the Spotlight: On a wall or bulletin board, post the word cards for this week, along with any other words you'd like to reinforce. Dim the lights slightly. Divide the class into two teams, and give a flashlight to one student on each team. Then call out a word. The first student to shine the flashlight on the correct word earns his or her team a point. Then give the flashlights to the next two students. Play until each student has had a few turns. (Safety Note: Remind students not to shine the flashlight in their own eyes or their classmates' eyes.)

Reading Assessment

Give each student a copy of Reading Assessment: Week 17. Read aloud one word in each row, in the following order: *sleep, they, use, how, give, as, up*, and the bonus word, *Saturday*. Have students circle the word you say. Mark students' papers with a star if they circle the bonus word correctly.

Spelling Assessment

Make one copy of Spelling Assessment: Template 4 and label it with the week number. Then copy a class set and give each student a sheet. Read aloud each of this week's words, use it in a sentence, and have students write each word on the lines. Read the bonus word, *Saturday*, last, so students can write this word on the "bonus word" line. If students spell the word correctly, mark their papers with a star.

Week 18

Review Words from Weeks 1–17

WEEK 18

DAY

1

Materials

- Word Cards: Weeks 1–17 (pages 371–387)
- Student Reproducible 68: Word Order (page 302)
- Cumulative Word Lists: Weeks 1–17 (pages 409–410)

Individual Practice

Give each student a copy of Student Reproducible 68: Word Order. Explain that in today's activity, you will call out each word in random order. As you call out words, students should number them in the order you call them. Students should write 1 next to the first word you call, 2 next to the second word, and so on. Call out the words, giving students time to write the numbers, until all 20 words have been called. Then check students' papers and write their score at the bottom of the page.

Accommodating Learning Styles

Word Race: Gather the word cards from weeks 1–17. Divide the class into two teams for a word-reading race. Have one student from each team stand up. Then hold up a random word card. The first student to read the word correctly earns a point for his or her team. Continue until you have reviewed all of the words from weeks 1–17.

Home-School Connection

Use Cumulative Word Lists: Weeks 1–17 to involve families in students' learning. For each student, make one copy each of the word lists for weeks 1–8 and 10–17 to send home with a note to families, explaining that students have been studying these words. Encourage families to practice both reading and spelling the words with their children. You might suggest that family members give their child an incentive, such as a sticker, for the words he or she can read and write correctly.

WEEK 18

DAY

2

Materials

- Word Cards: Weeks 1–17 (pages 371–387)
- Student Reproducible 69: Fill in the Blanks (page 303)
- Kaboom! Numeral Cards (page 408)

Individual Practice

1. Give each student a copy of Student Reproducible 69: Fill in the Blanks. First, go over the words in the Word Bank. Then review with students that they should choose one word to complete each sentence. (Not all of the words in the Word Bank will be used.)
2. Encourage students to complete the activity sheet on their own as you circulate, providing assistance as needed. When students are finished, read the complete sentences as a class.
Answers: 1. *black* 2. *If* 3. *How* 4. *ride* 5. *Get* 6. *have* 7. *sleep* 8. *this* or *that*.

Accommodating Learning Styles

Kaboom!: Arrange students in groups of four or five. Give each student a Kaboom! numeral card between 1 and 5. (If using groups of four, use the numeral cards 1 to 4.) Call out a sight word and have teams huddle up to make sure each team member knows how to spell the word correctly. After students confer for a moment, call “Kaboom!” This is the signal for teams to stop talking. Now call out any number between 1 and 5. The student on each team with that number goes to the board and writes the word. Each student who spells the word correctly earns a point for his or her team.

WEEK 18

DAY

3

Materials

- Word Cards: Weeks 1–17 (pages 371–387)
- Student Reproducible 70: Circle the Word (page 304)
- clean, empty trash can (or basketball hoop, if available)
- masking tape
- foam ball

Individual Practice

Give each student a copy of Student Reproducible 70: Circle the Word. Call out one word in each row, in the following order: *run, an, green, blue, it, your, say, put, now*. Have students circle each word you say. When finished, go over the correct answers as a class.

Accommodating Learning Styles

Sight Word Basketball: Mark a line on the floor with masking tape and have students line up behind it. Place a trash can or basketball hoop a few feet away. Hold up a word card and have the student first in line read the word and then shoot the ball. If the student reads the word correctly, he or she gets to shoot an extra basket. Proceed down the line. As a variation, you may want to use two cans or hoops and divide the class into two teams. In this version, students earn a point for their team for each ball they get in the can or basket. (When students read words correctly, they will get extra chances to earn points.)



Materials

- Word Cards: Weeks 1–17 (pages 371–387)
- Student Reproducible 34: Word Bingo (page 268)
- chalk
- dried beans or counters
- paper cups

Individual Practice

1. Give each student a copy of Student Reproducible 34: Word Bingo. Choose 16 words that you'd like to reinforce. Call each word, one at a time, and have students write it in a random space on their board. (Make sure students do not write the words in order—each student's board should be different.) Give each student a cup of dried beans or counters to use as game markers.
2. When students' boards are complete, call out each word at random. Have students cover that word on their board with a marker. When a student covers four spaces in a row (horizontally, vertically, or diagonally), he or she calls, "Bingo!" Then have students clear their boards and play again.

Accommodating Learning Styles

Spell, Step, and Sit: Divide the class into two teams and have them line up in front of opposite sides of the classroom board. (The lines should begin at a short distance from the board.) Give the first student in each line a piece of chalk. Call out a sight word at random. Students should go to the board, write the word, return to give the next student the chalk, and then step quickly to the back of the line and sit down. The first student to write the word correctly and sit down at the back of the line earns a point for that team. Continue until each student has had at least one turn.



Materials

- Quarterly Sight Word Assessment: Week 18 (pages 455–459)
- Word Cards: Weeks 1–17 (pages 371–387); optional
- highlighter

Quarterly Sight Word Assessment

1. To assess students' grasp of the words they have learned from weeks 1–17, perform individual assessments. For each student make one copy of Quarterly Sight Word Assessment: Week 18. Meet with students individually. Point to each word in random order, and have the student read the word aloud. Keep track by highlighting the words that the student reads correctly. Note that students should have automaticity with these words; if a student stalls on a word or attempts to sound it out, you should count it as a missed word.
2. As an alternative, use the word cards to assess students. Flash the cards one at a time, setting aside any words the student misses. Highlight on the assessment sheet the words the student reads correctly.
3. When each student's assessment has been completed, count up the highlighted words and record the student's score. Provide families with a copy of the completed assessment and encourage family members to practice any missed words at home with their child.

Week 19

New Words

fast	him
please	her
down	why
for	upon

Sentence Strips

My friend can run fast.
Will you please get my hat for me?
She walked down the stairs.
This book is for you.
I want to go to the park with him.
Could you help her get down?
Why are you running in the hall?
Once upon a time, there lived a king.

WEEK 19

DAY

1

Materials

- Word Cards: Week 19 (page 388)
- Sentence Strips: Week 19 (above)
- Group Activity 49: Circle the Word (page 201)
- Student Reproducible 71: Word Search (page 305)

Whole Group

1. Introduce this week's new sight words, using the word cards and sentence strips.
2. Display Group Activity 49: Circle the Word. Call out one of the words at random and select a student to find, say, spell, and then circle the word. Continue until all of the words have been circled.

Individual Practice

1. Give each student a copy of Student Reproducible 71: Word Search. Remind students how to search for the words in the Word Bank hidden in the letter grid. Encourage them to look for words horizontally and vertically. Tell students that in this word search the same letter may be used in two different words.
2. Have students circle each word they find. Tell students that as they circle words, they should cross them out in the Word Bank.

Teachable Moments

When introducing this week's words, take the opportunity to do a mini-lesson on antonyms. Explain that antonyms are words that have opposite meanings, such as *big/little*, *tall/short*, *hot/cold*, and so on. Point out that two of this week's new words are antonyms: *him* and *her*. Then ask students: "What is the antonym of *down*?" (*up*) "What is the antonym of *fast*?" (*slow*) Continue challenging students to think of additional antonym pairs, and write each pair on the board.

Word Search Answer Key

a	r	h	j	l	a	e	f	z	y	p
c	f	o	w	d	w	t	u	p	o	n
s	o	u	h	s	b	f	a	l	s	i
r	r	l	y	q	w	i	r	e	y	u
i	o	d	f	a	s	t	f	a	h	j
k	l	i	x	h	c	v	b	s	m	q
w	u	r	t	i	y	u	z	e	l	k
i	d	o	w	n	s	a	f	g	h	d
k	l	z	x	e	v	g	h	n	i	u
l	g	u	a	h	w	r	h	y	m	t
e	i	y	h	f	h	e	r	i	v	m



Materials

- Word Cards: Week 19 (page 388)
- Sentence Strips: Week 19 (page 87)
- Transparency 10: Fill in the Blanks (page 488)
- Student Reproducible 72: Fill in the Boxes (page 306)
- sidewalk chalk
- small rocks or pebbles

Whole Group

1. Review this week's words using the word cards and sentence strips.
2. Display Transparency 10: Fill in the Blanks. Read the words in the Word Bank together. Then read aloud the first sentence and ask: "Which word from the Word Bank best completes this sentence?" (*why*) Write the answer on the blank line. Then work together to complete the remaining sentences. When each sentence is complete, read the sentences aloud. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *Why* 2. *please* 3. *fast* 4. *him or her* 5. *for* 6. *down* 7. *him or her*.

Individual Practice

1. Give each student a copy of Student Reproducible 72: Fill in the Boxes. Remind students how to make sure that a word correctly fits in a set of boxes, depending on whether the letters are short, tall, or have a tail.
2. Have students fill in each set of boxes. Then ask them to choose one word and use it to write a sentence on the line at the bottom of the page.

Accommodating Learning Styles

Hopscotch: Take students outdoors to a sidewalk or blacktop area. Use chalk to draw a traditional hopscotch board. (You may want to draw two or three boards so that more students can play at one time.) Write one of this week's sight words in each box (you can leave the first two boxes blank). Give the first player a pebble and have him or her toss it onto the board. Have the student hop to the box on which the pebble landed, and then read the word before hopping back. Continue having students take turns tossing, hopping, and reading words.



Materials

- Word Cards: Week 19 (page 388)
- Sentence Strips: Week 19 (page 87)
- Group Activity 50: ABC Order (page 202)
- Student Reproducible 73: Sentence Practice (page 307)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 50: ABC Order. Explain that in this lesson, students will learn how to put the words in the Word Bank in alphabetical order. You may want to underline the first letter of each word.

Using the alphabet on the chart, point to the letter *a* and ask: “Do any of the words in the Word Bank begin with this letter?” (yes) Ask a student to come up, circle the *a* in the alphabet, find the word in the Word Bank, and write it on the first line. Then the student can cross out the word in the Word Bank.

3. Continue pointing to each letter in the alphabet. If there is no word that begins with the letter, cross out the letter and move on. If there is a word that begins with the letter, follow the procedure above. (Note: Two words from previous lessons (*not* and *are*) appear in the Word Bank to avoid having more than one word begin with the same letter.)

Individual Practice

1. Give each student a copy of Student Reproducible 73: Sentence Practice. Begin by reviewing the rules for writing a good sentence: It tells a complete thought; it starts with a capital letter; it ends with a punctuation mark; and there is a space between each word.
2. Invite students to choose any three words from the Word Bank and write one sentence for each one. Encourage students to use inventive spelling to spell any words with which they are unfamiliar. When students are finished, they can share their sentences with the class.

Accommodating Learning Styles

O n the Go: Make an extra copy of this week’s word cards and post them around the room at students’ eye level. Gather in the middle of the room and call on a student or pair of students to move in a specific way to a given word (swim, fly, hop, crawl, and so on). Continue by choosing new students and new words, and by changing the movement each time. Let each student get a chance to move to a word.

WEEK 19

DAY

4

Materials

- Word Cards: Week 19 (page 388)
- Sentence Strips: Week 19 (page 87)
- Student Reproducible 74: Build a Word (page 308)
- old newspapers and magazines
- scissors
- glue sticks

Whole Group

Review this week’s words, using the word cards and sentence strips.

Individual Practice

1. Give each student a copy of Student Reproducible 74: Build a Word. Set out old newspapers and magazines, scissors, and glue sticks. Review with students that they should hunt through the magazines and newspapers for the individual letters that make up each word on the sheet.
2. Encourage students to find the correct letters, cut them out, and glue them on the paper to form each word in the box provided.

Accommodating Learning Styles

Sight Word Boogie: Make a few extra copies of this week's word cards and give each student a card (more than one student will have the same word). Have students form a circle and then sing the lyrics to the tune of "The Hokey Pokey," inserting a new sight word for each verse. Students holding that word should jump in and out of the circle, as in this example:

Put why in. (Students with the *why* card jump in.)

Put why out. (Students with the *why* card jump out.)

Put why in and shake it all about. (Students with the *why* card jump in and shake.)

You do the Sight Word Boogie, and you turn yourself around. (All students turn around.)

That's what it's all about! (All students clap.)



Materials

- Word Cards: Weeks 1–19 (pages 371–388)
- Reading Assessment: Week 19 (page 432)
- Spelling Assessment: Template 5 (page 451)

Weekly Review

Around the World: Set up the game by arranging the classroom chairs in a circle, and have all students take a seat. (To keep track of their original seats, you may want to have students label a sticky note with their name and attach it to their chair.) Choose any two students who are sitting next to each other and have them stand side by side. Hold up a word card. The first student to read the word correctly moves to the next chair (in a clockwise direction). The other student sits down in the vacant seat. Then have the next two students stand up and repeat the process. Each time two students compete, the first student to correctly read the word moves on to the next chair; the other student sits in the vacant seat. Play continues until a student gets back to his or her original seat.

Reading Assessment

Give each student a copy of Reading Assessment: Week 19. Have students read the words in the Word Bank and then complete each sentence by writing the correct word in the blank. **Answers:** 1. *fast* 2. *Please* 3. *for* 4. *her* 5. *down* 6. *Why* 7. *upon* 8. *him*.

Spelling Assessment

Make one copy of Spelling Assessment: Template 5 and label it with the week number. Then copy a class set and give each student a sheet. Read aloud each of this week's words and use it in a sentence. Have students write each word on the lines.

Week 20

New Words

could	of
walk	laugh
has	drink
take	far

Sentence Strips

Could you help her get down?
Will you walk the dog for me?
My father has an orange tie.
What do you want to take for lunch?
I read all of the book.
I can make you laugh.
What do you want to drink?
See how far I can jump!

WEEK 20

DAY

1

Materials

- Word Cards: Week 20 (page 389)
- Sentence Strips: Week 20 (above)
- Group Activity 51: Find It, Write It (page 203)
- Student Reproducible 75: Word Search (page 309)

Whole Group

1. Introduce the new sight words, using the word cards and sentence strips.
2. Display Group Activity 51: Find It, Write It. Call out one of the words at random and have a student find the word and write it on one of the lines beneath. Continue until all the lines have been filled.

Individual Practice

Give each student a copy of Student Reproducible 75: Word Search. Have students read the words in the Word Bank. Then encourage them to find each hidden word in the grid, either horizontally or vertically, and circle it. Tell them that in this word search, the same letter may be used in two different words. Remind students to cross out each word in the Word Bank as they find it in the grid.

Teachable Moments

As you introduce this week's words, focus on the word *laugh*. Write the word on the board and underline the *-gh*. Say: "These letters can make different sounds. When they are at the end of a word, they usually make the last sound in *laugh*."

Then write the word *ghost*, again underlining the *gh*, and say: "When these letters are at the beginning of a word, they make the first sound in *ghost*, as the letter *h* is silent."

Word Search Answer Key

a	r	c	j	l	u	e	s	z	y	p
k	c	o	v	d	w	t	a	k	e	r
y	v	u	t	s	b	f	j	a	c	d
r	a	l	b	q	k	a	v	t	h	r
i	o	d	p	s	a	r	f	g	y	i
k	l	z	x	h	c	v	e	n	m	n
w	u	r	t	a	y	u	w	a	l	k
i	o	p	x	s	d	f	g	h	d	
k	l	z	a	c	v	g	h	n	m	u
l	a	u	g	h	w	r	h	y	o	t
e	f	y	h	f	s	v	j	a	f	m

Materials

- Word Cards: Week 20 (page 389)
- Sentence Strips: Week 20 (page 91)
- Group Activity 52: ABC Order (page 204)
- Student Reproducible 76: Unscramble the Words (page 310)
- rhythm sticks (two dowels or paint stirrers for each student)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 52: ABC Order. Review with students how to put words in alphabetical order. Point to the letter *a* and ask: "Do any words in the Word Bank begin with this letter?" (*no*) Cross out the *a*. Repeat for the letter *b*.
3. When you reach *c*, students should point out the word *could*. Invite a volunteer to come up, circle the letter *c*, and write the word *could* on the first line. The student can then cross out that word in the Word Bank. Continue until you reach the end of the alphabet.

Individual Practice

1. Give each student a copy of Student Reproducible 76: Unscramble the Words. Ask: "What is wrong with the words on this page?" (*The letters are in the wrong order.*) Have students unscramble each word and write it on the line.
2. Next, have students choose one of the words and make up a sentence containing that word. Have students write their sentence on the line provided at the bottom of the page.

Accommodating Learning Styles

Let's Get the Rhythm: Distribute rhythm sticks (two dowels or paint stirrers) to each student. Begin tapping a beat and invite students to tap along. Then sing or chant "Let's Get the Rhythm," inserting one of this week's words into each verse. Here is an example:

Let's get the rhythm of take.
Let's get the rhythm of take.
 T-A-K-E take, T-A-K-E take.
Now we've got the rhythm of take.
Now we've got the rhythm of take.

Continue the activity, singing or chanting a new verse for each word. Encourage students to keep a steady beat with their rhythm sticks throughout the song.

Materials

- Word Cards: Week 20 (page 389)
- Sentence Strips: Week 20 (page 91)
- Group Activity 53: Fill in the Blanks (page 205)
- Student Reproducible 77: Sentence Practice (page 311)
- shaving cream
- cookie sheets (optional)

Whole Group

1. Review this week's sight words, using the word cards and sentence strips.
2. Display Group Activity 53: Fill in the Blanks. Together, read the words in the Word Bank. Then read each sentence aloud, asking students to choose a word from the Word Bank that best completes each sentence. (Not all of the words in the Word Bank will be used.) Write the words on the blank lines and then together read the completed sentences aloud. **Answers:** 1. *laugh* 2. *has* 3. *take* 4. *walk* 5. *could* 6. *of*.

Individual Practice

1. Give each student a copy of Student Reproducible 77: Sentence Practice. Invite students to read the words in the Word Bank and choose three of them.
2. Next, have students write three sentences using one of their chosen words in each. Encourage students to use inventive spelling to spell any words they are unfamiliar with.

Accommodating Learning Styles

Good Clean Fun: For each student, squirt some shaving cream on a cookie sheet (or you may want to squirt the cream directly on the table in front of each student). Give each student a layer of cream that is thick enough for students to write in. Call out this week's words, one at a time, and have students use their finger to write each word in the cream. After writing a word, students can "erase" by smoothing out the shaving cream. Continue until students have written each word.

Materials

- Word Cards: Week 20 (page 389)
- Sentence Strips: Week 20 (page 91)
- Transparencies 11–12: Story Time and Story Time Questions: Brad's Game (pages 489-90)
- Student Reproducible 78: Build a Sentence (page 312)
- old newspapers and magazines
- scissors
- glue sticks

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Transparencies 11–12: Story Time and Story Time Questions: Brad's Game. Begin by reviewing any words in the story that students may find difficult. Then read the story aloud to students, pointing to each word as you read. Next, have students read the story back to you several times. Then read each question and decide on the answer as a group. Invite a volunteer to write the answer on the line beneath, using a complete sentence. Answers will vary.

Individual Practice

1. Give each student a copy of Student Reproducible 78: Build a Sentence. Point out the words in the Word Bank and explain that students will be using these words to complete each sentence. The difference in today's lesson is that students will hunt for letters and then build the words on the lines.
2. Set out old newspapers and magazines, scissors, and glue sticks. Invite students to cut out the letters they need and then glue them down to spell out each word on the blank lines. When students are finished, read the sentences aloud as a group. **Answers:** 1. *laugh* 2. *walk* 3. *take* 4. *of* 5. *Could* 6. *has* 7. *drink* 8. *far*



Materials

- Word Cards: Week 20 (page 389)
- Reading Assessment: Week 20 (page 433)
- Spelling Assessment: Template 5 (page 451)
- overhead projector
- write-on/wipe-off marker
- word paddle (10- by 12-inch white posterboard attached to a dowel, ruler, or paint stirrer)

Weekly Review

Disappearing Act: With a write-on/wipe-off marker, write this week's words directly on an overhead projector. Project the words onto a screen, a large sheet of paper, or a blank wall or board. Call out a word and select a volunteer to make the word "disappear" by placing the paddle in front of the word and then moving it slowly toward the projector. Continue until each student has had a turn.

Reading Assessment

Give each student a copy of Reading Assessment: Week 20. Have students choose the correct word from the Word Bank to complete each sentence and write it on the line. **Answers:** 1. *take* 2. *of* 3. *far* 4. *has* 5. *drink* 6. *laugh* 7. *could* 8. *walk*.

Spelling Assessment

Make one copy of Spelling Assessment: Template 5 and label it with the week number. Then run off a class set and give each student a copy. Read aloud each of this week's words and use it in a sentence. Give students time to write each word on the lines.

Week 21

New Words

had	by
don't	very
some	old
them	went

Sentence Strips

We had a spelling test today.
Don't make me laugh!
Can I have some of your cake?
Why don't you want to play with them?
Did you walk by my house on Sunday?
It is very cold today.
How old are you now?
We went for a ride on Saturday.

WEEK 21

DAY

1

Materials

- Word Cards: Week 21 (page 390)
- Sentence Strips: Week 21 (above)
- Group Activity 54: Fill in the Boxes (page 206)
- Student Reproducible 79: Story Time (page 313)

Whole Group

1. Introduce this week's new sight words, using the word cards and sentence strips.
2. Display Group Activity 54: Fill in the Boxes. Remind students that they must figure out which word fits in each set of boxes, and then review how letters have different heights. Call on volunteers to come up, choose a word from the Word Bank, and figure out which set of boxes the word fits in. Have the volunteer write the word in the appropriate space. Continue until each set of boxes has been filled.

Individual Practice

1. Give each student a copy of Student Reproducible 79: Story Time. Together with students, read the story aloud a few times, and then ask a volunteer to read the first question. Encourage students to find the text in the story that answers the question, and then model how to fill in the bubble next to the correct answer.
2. Point out that the answers to the first three questions are right there in the story, but the fourth question requires students to make an inference, or "read between the lines to find the answer." Discuss students' responses and ask what clues they used to figure out the answer to the fourth question. **Answers:** 1. little 2. swim 3. his mother 4. a fish.

Teachable Moments

When introducing this week's words, use the word *don't* to review contractions. Ask: "What two words does *don't* stand for?" (*do not*) Remind students that the apostrophe stands in for the missing letter, *o*. Give examples of sentences using the words *do*, *not*, and ask students to repeat the sentence using the contraction.



Materials

- Word Cards: Week 21 (page 390)
- Sentence Strips: Week 21 (page 95)
- Group Activity 55: Unscramble the Words (page 207)
- Student Reproducible 80: ABC Order (page 314)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 55: Unscramble the Words. Together, read the words in the Word Bank. Then explain that the words on the chart are the sight words for this week, but the letters in each word are all mixed up. Model how to unscramble the first word and write it on the line provided. Then ask volunteers to come up and unscramble the remaining words.

Individual Practice

1. Give each student a copy of Student Reproducible 80: ABC Order. Review the concept of alphabetical order. Together, read the words in the Word Bank. (Note that two words from previous weeks have been added.) Then point out the alphabet line and tell students they can use it to help them order the words.
2. Invite students to look for words that begin with each letter of the alphabet, in order. For example, if they find a word beginning with the letter *a*, they should circle the letter, write the word on the line, and cross out the word in the Word Bank. If they do not find a word beginning with the letter *a*, they should cross out the letter and move on. Encourage students to continue this process until they reach the end of the alphabet. Then review the answers as a class.

Accommodating Learning Styles

Jump 'n' Spell: Have students form a line in front of you and call out a word for the first student to spell. Encourage the student to spell the word as he or she does jumping jacks. Students should say a letter on each clap and then say the whole word on the last jumping jack. Continue until each student has had a chance to spell a word.



Materials

- Word Cards: Week 21 (page 390)
- Sentence Strips: Week 21 (page 95)
- Group Activity 56: ABC Order (page 208)
- Student Reproducible 81: Sentence Practice (page 315)
- lightweight playground ball or beach ball

Whole Group

1. Review this week's words, using the word cards and sentence strips.

2. Display Group Activity 56: ABC Order. Starting with the letter *a*, invite volunteers to come up, one at a time, and check to see if any of the words in the Word Bank begin with the letter. If yes, the student should circle the letter, write it on the line, and then cross out the word in the Word Bank. If no, the student should simply cross out the letter. Continue until you've reached the end of the alphabet.

Individual Practice

Give each student a copy of Student Reproducible 81: Sentence Practice. Together, read the words in the Word Bank. Invite students to choose three words and then write three sentences using one of their chosen words in each. When students are finished, encourage them to share their sentences with the group or with a partner.

Accommodating Learning Styles

On the Ball: Gather students in a circle. Begin the game by calling out a word and tossing the ball to a student. When the student catches the ball, he or she should say and spell the word. Then the student calls out a new word and tosses the ball to another student. Continue the game until each student has had at least one chance to catch and toss the ball.

WEEK 21

DAY

4

Materials

- Word Cards: Week 21 (page 390)
- Sentence Strips: Week 21 (page 95)
- Transparencies 13–14: Story Time and Story Time Questions: The New Kitten (pp 431–32)
- Student Reproducible 82: Build a Sentence (page 316)
- old newspapers and magazines
- scissors
- glue sticks

Whole Group

1. Using the word cards and sentence strips, review this week's sight words.
2. Display Transparencies 13–14: Story Time and Story Time Questions: The New Kitten. Read the story aloud to students. Review any words students may be unfamiliar with, and then have students read the story back to you. Next, read aloud the questions, one at a time. Encourage students to answer in complete sentences, and then invite a volunteer to write each answer in a complete sentence on the line provided beneath each question. Answers will vary.

Teachable Moments

As students answer the questions on the Story Time Questions transparency, point out that their answers will require a change in verb tense. Discuss that for question 1, the word *tell* needs to change to *told*; for question 2, *pick* to *picked*; for question 3, *give* to *gave*; for question 4, *name* to *named*; and for question 5, *go* will change to *went*.

Individual Practice

1. Give each student a copy of Student Reproducible 82: Build a Sentence. Set out scissors, glue sticks, and old newspapers and magazines. Together, read the words in the Word Bank. Tell students they will be choosing one word to complete each sentence.
2. Rather than writing the words on the blanks, students should cut out letters from the newspapers and magazines and spell out each word by gluing the letters on the line. When students are finished, read the sentences aloud as a class. (Not all of the words in the Word Bank will be used.)
Answers: 1. *some* 2. *very* 3. *had* 4. *by* 5. *them* 6. *don't* 7. *went*.



Materials

- Word Cards: Weeks 1–21 (pages 371–390)
- Reading Assessment: Week 21 (page 434)
- Spelling Assessment: Template 5 (page 451)

Weekly Review

Word Race: Divide the class into two teams. Let each group choose a team name. Then have one student from each team stand up. Hold up a random word card, and the first student to read the word correctly earns a point for his or her team. Then continue with two new students. As a challenge, you can have students read and then spell the word to earn a point. After a student reads a word, turn the card over and ask the student to spell it without looking at the letters.

Reading Assessment

Give each student a copy of Reading Assessment: Week 21. Have students choose a word from the Word Bank to complete each sentence, and write it on the line. **Answers:** 1. *by* 2. *Don't* 3. *very* 4. *went* 5. *some* 6. *them* 7. *old* 8. *had*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 5 and label it with the week number. Then copy a class set and give each student a sheet. Read aloud each of this week's words and use it in a sentence, having students write the word on the lines.

Week 22

New Words

five	three
ten	eight
two	one
seven	six
nine	four

Sentence Strips

I am five years old.

Who has ten pink hats?

My friend has two purple fish.

There are seven days in the week.

Can I use nine of your crayons?

There are three beds in my house.

Please put out eight plates.

I have one green frog.

Where are my six blue pencils?

I read four books.

WEEK 22

DAY

1

Materials

- Word Cards: Week 22 (pages 391–392)
- Sentence Strips: Week 22 (above)
- Transparency 15: Fill in the Blanks (page 493)
- Student Reproducible 83: ABC Order (page 317)

Whole Group

1. Using the word cards and sentence strips, introduce the new sight words for the week.
2. Display Transparency 15: Fill in the Blanks. Read the number words aloud together. Then, one at a time, read each sentence aloud and invite a volunteer to choose the number word from the Word Bank that best completes the sentence. Have the student write the word on the blank line. Continue until all of the sentences are complete, and then read them aloud as a group. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *eight* 2. *three* 3. *four* 4. *ten* 5. *Six* 6. *two* 7. *seven*.

Individual Practice

1. Give each student a copy of Student Reproducible 83: ABC Order. Remind students how to use the alphabet line to

Teachable Moments

After introducing this week's words, write the words *two*, *too*, and *to* on the board. Say: "These words all sound the same, but they are used in different ways and have different meanings." As you point to the words in turn, say: "*Two* means 'one more than one.' *Too* means 'also.' *To* is a word that is sometimes used to tell that someone is going in a certain direction." Give an example of each word in a sentence. Then, on the board, write a few sentences using each word, leaving a blank for *two*, *too*, or *to*. Ask students to tell which word goes in the blank. Then repeat the mini-lesson for the words *four* and *for*.

alphabetize words. Starting with *a*, have students look for a word in the Word Bank that begins with *a*. If they find one, they should circle the letter, write the word on the line, and then cross out the word in the Word Bank. If they don't, they should cross out the letter and move on. (Note that words from previous weeks are used to avoid repeating initial letters.)

2. Have students continue until they reach the end of the alphabet. Then review the answers as a class.



Materials

- Word Cards: Week 22 (pages 391–392)
- Sentence Strips: Week 22 (page 99)
- Group Activity 57: Shared Writing (page 209)
- Student Reproducible 84: Unscramble the Sentences (page 318)
- extra sentence strips
- large pot or bowl
- large spoon or ladle

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 57: Shared Writing. Remind students that in this activity, they work together to write a sentence for each word in the Word Bank. This time, arrange students in ten small groups and assign each group a word. Give each group a blank sentence strip and have students work together to write a sentence using their word. Then have each group tape the sentence strip to the chart. Read each group's sentence as a class.

Individual Practice

1. Give each student a copy of Student Reproducible 84: Unscramble the Sentences. Review with students that for this activity, they need to unscramble the words to make sense of each sentence. Review that the unscrambled sentences will begin with a capital letter and end with a punctuation mark, and remind students that they must use all of the words.
2. Have students write the unscrambled sentences on the lines provided. Then together, read the corrected sentences aloud. **Answers:** 1. *She has two yellow bows.* 2. *There are eight boys in my class.* 3. *The table has four legs.* 4. *I have three pretty cats.* 5. *We went away for six days.*

Accommodating Learning Styles

Sight Word Soup: Make an extra copy of this week's word cards, along with any words from previous weeks that you'd like to reinforce. Give each student a card. Have students stand in a circle and place the pot and spoon in the center. Then chant the lyrics as shown below, inserting a new word into each verse. The student holding that word places it in the "soup" and stirs. Continue until all of the words are in the pot.

Put five, put five in the sight word soup.

Put five, put five in the sight word soup. (Student puts card in pot.)

Stir it to the left, stir it to the right. (Student stirs.)

Sight word soup for dinner tonight.

Mmm, mmm, good! (All students rub tummies.)

WEEK 22

DAY

3

Materials

- Word Cards: Week 22 (pages 391–392)
- Sentence Strips: Week 22 (page 99)
- Transparency 16: Word Search (p. 494)
- Student Reproducible 85: Sentence Practice (page 319)
- index cards
- stapler
- hole punch
- yarn
- scissors

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Transparency 16: Word Search. Review with students that the object of a word search is to find the words in the Word Bank hidden in the grid of letters, and that all of the letters in each word must be in a straight line (vertically or horizontally). Model how to find and circle a word, if necessary. Then ask volunteers to come up and find and circle the words. Have students cross out each word in the Word Bank as it is found.

Individual Practice

Pass out copies of Student Reproducible 85: Sentence Practice. Read aloud the words in the Word Bank. Have each student choose three words and write three sentences, each containing one of the words. When students are finished, they can read their sentences to the group or to a partner.

Accommodating Learning Styles

Shoe Books: Fold three index cards in half and staple them on the folded side to make a book. Punch a hole in the top left-hand corner of each book and string a piece of yarn through the hole. Give a book to each student. Have students write the title “My Shoe Book” on the cover. Next, call out this week's words, one at a time, having students write one word on each page. When finished, students should decorate the front and back covers. Then tie each student's book to his or her shoe, making sure to tie tightly so that students do not trip.

Word Search Answer Key

l	o	r	p	m	o	d	e	g	h	i
c	n	u	z	t	a	z	i	w	f	o
x	e	p	e	f	y	p	g	i	t	k
q	l	o	y	i	m	a	h	p	h	u
u	n	b	r	v	r	k	t	m	r	x
f	e	n	c	e	x	v	d	e	t	
j	u	f	n	q	t	w	o	j	e	k
s	e	v	e	n	q	g	l	s	l	s
v	k	g	i	w	o	r	s	p	w	i
f	o	u	r	b	e	h	j	d	c	x
s	n	i	o	u	v	n	i	n	e	m

WEEK 22

DAY

4

Materials

- Word Cards: Week 22 (pages 391–392)
- Sentence Strips: Week 22 (page 99)
- Student Reproducible 86: Build a Word (page 320)
- old newspapers and magazines
- scissors
- glue sticks
- two flashlights

Whole Group

Use the word cards and sentence strips to review this week's words.

Individual Practice

1. Give each student a copy of Student Reproducible 86: Build a Word. Explain that today's activity combines word building and sentence writing. Set out the glue sticks, scissors, and newspapers and magazines, and invite students to choose any four words from the Word Bank. Encourage students to cut out the letters they will need and to glue them in the boxes on the left to spell out each chosen word.
2. Next, have students use the boxes on the right to write a sentence using each word. When students are finished, discuss their work as a group.

Accommodating Learning Styles

In the Spotlight: Make an extra copy of this week's word cards. Cut out the cards and attach them to a bulletin board or wall. Then divide the class into two teams and slightly dim the classroom lights. Give one student on each team a flashlight and then call out a word. The first student to shine the light on the correct word earns his or her team a point. Play until all students have had a turn. (Safety Note: Remind students not to shine the flashlight in their own eyes or their classmates' eyes.)



Materials

- Word Cards: Week 22 (pages 391–392)
- Reading Assessment: Week 22 (page 435)
- Spelling Assessment: Template 6 (page 452)
- chalk

Weekly Review

Spell, Step, and Sit: Divide the class into two teams and have them line up in front of opposite sides of the classroom board. (The lines should begin at a short distance from the board.) Give the first student in each line a piece of chalk. Then call out a word at random. Have students go to the board, write the word, return to give the next student the chalk, and then step quickly to the back of the line and sit down. The first student to write the word correctly and sit down at the back of the line earns a point for his or her team. Continue until each student has had at least one turn.

Reading Assessment

Give each student a copy of Reading Assessment: Week 22. Have students use the words in the Word Bank to write the matching number word on the line next to each numeral.

Spelling Assessment

Make a copy of Spelling Assessment: Template 6 and label it with the week number. Make a class set and give a copy to each student. Then read aloud each of this week's words and use it in a sentence. Give students time to write each word on the lines.

Week 23

New Words

was	around
tell	eat
think	our
gave	once

Sentence Strips

Who was that at the door?
Tell my friend that I am here.
I like to think about my friends.
She gave him a ride to school.
Please look around for your shoe.
I eat dinner with my family.
Our class is so smart!
I once went to her house.

WEEK 23

DAY

1

Materials

- Word Cards: Week 23 (page 393)
- Sentence Strips: Week 23 (above)
- Group Activity 58: Circle the Word (page 210)
- Student Reproducible 87: Describe a Picture (page 321)

Whole Group

1. Introduce the new sight words, using the word cards and sentence strips.
2. Display Group Activity 58: Circle the Word. Randomly call out one word at a time, having a student find, say, spell, and circle that word. Continue until all of the words have been circled.

Individual Practice

1. Give each student a copy of Student Reproducible 87: Describe a Picture. Begin by discussing with students what is happening in the picture. Ask: "What are some words you might use to describe this picture?" Write students' suggestions on the board, such as *playing, basketball, hoop, girl, boys, building, window, and watching*.
2. Next, encourage students to write a short story about the picture. Have them write one to two sentences (or more, if they are able). When students are finished, let them read their stories aloud.

Teachable Moments

Some students may have trouble distinguishing between the words *tell* and *tail*. When introducing this week's words, be sure to explain to students that a *tail* is something a dog or a cat has, whereas to *tell* means "to say something to someone." Give examples of each word in a sentence.



Materials

- Word Cards: Week 23 (page 393)
- Sentence Strips: Week 23 (page 103)
- Group Activity 59: Unscramble the Sentences (page 211)
- Student Reproducible 88: Choose the Correct Word (page 322)

Whole Group

1. Review this week's new words, using the word cards and sentence strips.
2. Display Group Activity 59: Unscramble the Sentences. Remind students that to give meaning to each sentence, they must rearrange the words. Work together to rewrite each sentence on the line beneath, crossing out each word in the scrambled sentence as you use it. Then together, read the corrected sentences. **Answers:** 1. *Do you want to look around?* 2. *My friend was at our house.* 3. *Please tell me a story.* 4. *What do you want to eat?* 5. *I think I can run very fast.* 6. *I once gave my friend a book.*

Individual Practice

1. Give each student a copy of Student Reproducible 88: Choose the Correct Word. Have students read each sentence and then read the three word choices. Encourage them to fill in the bubble next to the word that they think best completes the sentence.
2. You may want to have students write the word in the blank as well, to make the completed sentence easier to read. When students are finished, read aloud the completed sentences as a class. **Answers:** 1. *tell* 2. *gave* 3. *our* 4. *think* 5. *eat* 6. *once*.

Accommodating Learning Styles

I Spy: Make an extra copy of this week's word cards (and any other words you'd like to reinforce) and post them on a bulletin board or wall. Choose a "secret" word and give students clues about it, such as "I spy a word with six letters," or "I spy a word that starts with the first letter of the alphabet." Give clues until students guess the word, and then choose a new word and play again.



Materials

- Word Cards: Week 23 (page 393)
- Sentence Strips: Week 23 (page 103)
- Transparency 17: Fill in the Blanks (page 495)
- Student Reproducible 89: Sentence Practice (page 323)
- paper
- pencils
- nontoxic, washable inkpads

Whole Group

1. Review the week's sight words, using the word cards and sentence strips.
2. Display Transparency 17: Fill in the Blanks. Together, read the words in the Word Bank. Then read the first sentence aloud, asking a volunteer to complete the sentence with a word from the Word Bank. Remind students that the first word in every sentence begins with a capital letter. Continue until each sentence is complete, and then read all of the sentences as a class. (Not all of the words in the Word Bank will be used.) **Answers:** 1. eat 2. think 3. gave 4. around 5. Our 6. tell 7. was.

Individual Practice

Give each student a copy of Student Reproducible 89: Sentence Practice. Have students choose any three words from the Word Bank. Invite students to write one sentence for each chosen word, reminding students of capitalization and punctuation rules. When students have finished, go over their work and, together, discuss any errors they may have made.

Accommodating Learning Styles

Stamp It: Give each student a sheet of paper, a pencil with a good eraser, and a washable inkpad. Review how to form a letter by pressing the eraser on the inkpad and then on the paper, shaping the dots to make a letter. Then call out one of this week's sight words and encourage students to spell out the whole word. If you have time, continue with additional words.

WEEK 23

DAY

4

Materials

- Word Cards: Week 23 (page 393)
- Sentence Strips: Week 23 (page 103)
- Student Reproducible 90: Word Search (page 324)
- clean, empty trash can (or basketball hoop, if available)
- masking tape
- foam ball

Whole Group

Review the week's words, using the word cards and sentence strips.

Individual Practice

Pass out copies of Student Reproducible 90: Word Search. Invite students to read the words in the Word Bank and then search for each word in the letter grid. Tell them that in this word search, the same letter may be used in two different words. Remind students that as they circle the words they find to cross them out in the Word Bank.

Word Search Answer Key

w	m	a	f	w	y	u	t	x	t	j
o	u	r	f	d	d	b	z	c	x	v
n	a	o	b	t	h	i	n	k	a	u
c	k	u	x	q	j	w	q	f	u	l
e	p	n	q	r	u	a	e	r	x	k
h	w	d	e	k	n	s	h	b	h	a
c	a	g	a	v	e	c	g	v	n	b
f	s	i	t	e	l	e	k	a	i	
l	w	a	k	i	g	p	a	j	y	z
d	z	o	s	y	j	i	e	m	z	a
y	b	s	g	p	w	o	c	k	g	l

Accommodating Learning Styles

Sight Word Basketball: Mark a line on the floor with masking tape. Have students line up behind it, and place the trash can or basketball hoop a few feet away. Hold up a word card for the first student. Have the student read the word and then shoot the ball. If the student reads the word correctly, he or she gets to shoot an additional basket. For a variation, you can use two balls and hoops, and divide the class into two teams. Each time a student gets the ball in the basket, he or she earns a point for that team.



Materials

- Word Cards: Weeks 1–23 (page 371–393)
- Reading Assessment: Week 23 (page 436)
- Spelling Assessment: Template 5 (page 451)
- small treats (such as stickers or fun-shaped erasers)
- two buckets or boxes

Weekly Review

Lightning Round: Gather the word cards from weeks 1–23. Place a bucket of stickers or other small treats on the floor in an open area. Then place an empty bucket a few feet away. Have students line up behind the bucket of treats, and hold up a word card for the first student in line. If the student reads the word quickly and correctly, he or she takes a treat from the bucket, walks quickly to place the treat in the second bucket, then returns, tags the next student, and moves to the back of the line. If the student does not read the word correctly, he or she goes to the second bucket and back *without* moving a treat. Tell students that at the end of the game, they can evenly divide all the treats in the second bucket. The more words they read correctly, the more treats there will be for everyone.

Reading Assessment

Give each student a copy of Reading Assessment: Week 23. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line. **Answers:** 1. *around* 2. *once* 3. *tell* 4. *think* 5. *eat* 6. *our* 7. *gave* 8. *was*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 5 and label it with the week number. Run off a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write the word on the lines.

Week 24

New Words

came	ask
found	draw
out	ate
his	fall

Sentence Strips

Your brother came over yesterday.
He found a big black bug.
Do you want to go out and play?
Where is his book bag?
Ask if you can eat at my house.
Will you help me draw a picture?
I ate all of my breakfast.
Where did you fall down?

WEEK 24

DAY

1

Materials

- Word Cards: Week 24 (page 394)
- Sentence Strips: Week 24 (above)
- Group Activity 60: Find It, Write It (page 212)
- Student Reproducible 91: Story Time (page 325)

Whole Group

1. Introduce this week's new words, using the word cards and sentence strips.
2. Display Group Activity 60: Find It, Write It. Call out each word at random and ask volunteers to come up, find the word, and write it on one of the lines beneath. Continue until each word has been copied three times.

Individual Practice

1. Pass out copies of Student Reproducible 91: Story Time. Discuss any words that may be unfamiliar to students. Depending on students' skill level, you can either read the story as a group or ask students to read it independently.
2. Next, have students read the questions and fill in the bubble next to their answer choice. Explain that students should answer question 4 with a complete sentence. **Answers:** 1. coat 2. winter 3. snow 4. Penny made a snowman.

Teachable Moments

After reading the story, students will need to apply inference skills to answer questions 2–4. Before students begin answering the questions on their reproducibles, point out that some of the questions require them to use clues from the story. When students are finished, discuss their answers, encouraging them to tell what clues they used to draw their conclusions.



Materials

- Word Cards: Week 24 (page 394)
- Sentence Strips: Week 24 (page 107)
- Group Activity 61: Spelling Check (page 213)
- Student Reproducible 92: Fill in the Boxes (page 326)

Whole Group

1. Use the word cards and sentence strips to review this week's words.
2. Display Group Activity 61: Spelling Check. Explain that each row of words contains one of this week's sight words. The other words in the row are spelled incorrectly. Invite a volunteer to come up and look at the first row of words, finding and circling the correctly spelled sight word. Continue until the sight word in each row has been circled.

Individual Practice

Give each student a copy of Student Reproducible 92: Fill in the Boxes. Invite students to figure out which word from the Word Bank fits correctly in each set of boxes. When all the boxes are filled, have students choose one word and write a sentence using that word on the line provided at the bottom of the page.

Accommodating Learning Styles

Poet's Corner: Write the word *fall* on the board or on chart paper, and together, brainstorm a list of rhyming words (*mall*, *tall*, *ball*, and so on). Then use the words to write a silly poem, as in this example:

*A girl who was tall
Liked to play with a ball
And go to the mall,
From winter to fall!*

Write the poem on chart paper and have students illustrate it if they like. Post the poem in the classroom and encourage students to read it on a regular basis.



Materials

- Word Cards: Week 24 (page 394)
- Sentence Strips: Week 24 (page 107)
- Transparency 18: Replace a Word (page 496)
- Student Reproducible 93: Sentence Practice (page 327)

Whole Group

1. Review the week's new words, using the word cards and sentence strips.

2. Display Transparency 18: Replace a Word. Read the first sentence aloud to students and ask them if it makes sense. Explain that the bold word does not belong in the sentence; students need to choose a word from the Word Bank that would best fit to make the sentence meaningful.
3. Discuss which word fits in the first sentence. Then cross out the word *sleep* and write the word *draw* above it. Read the new sentence aloud. Then repeat the process for the remaining sentences. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *sleep/draw* 2. *read/his* 3. *Give/Ask* 4. *very/out* 5. *fast/found* 6. *must/came* 7. *think/ate*.

Individual Practice

Give each student a copy of Student Reproducible 93: Sentence Practice. Invite students to choose three words from the Word Bank and write one sentence for each word on the lines provided. When finished, review students' sentences as a class.

Accommodating Learning Styles

Popcorn Spelling: Have all students sit in chairs or on the floor, and then say one of this week's words. Call on one student, who must say the first letter of the word as he or she "pops up" to a standing position. Then call on a second student, who pops up and says the second letter. Continue until the word has been spelled out. The whole group then shouts out the word, and the spellers sit back down. Then call out a new word and play again.



Materials

- Word Cards: Week 24 (page 394)
- Sentence Strips: Week 24 (page 107)
- Student Reproducible 94: Unscramble the Words (page 328)
- Kaboom! Numeral Cards (page 408)

Whole Group

Review the week's words, using the word cards and sentence strips.

Individual Practice

Give each student a copy of Student Reproducible 94: Unscramble the Words. Have students rearrange the letters in each word and write them on the lines provided. Then invite students to choose one word and use it to write a complete sentence on the line at the bottom of the page. Have students share their sentences, and review them as a class.

Accommodating Learning Styles

Kaboom!: Divide the class into groups of four or five. Give each student a Kaboom! numeral card between 1 and 5. (If using groups of four, use only cards 1 to 4.) Call out a word and have teams huddle up to make sure each team member knows how to spell the word correctly. After about 30 seconds, call “Kaboom!” This means that teams must stop talking. Then call out any number between 1 and 5. The student on each team with that number goes to the board and writes the word. Each student who spells the word correctly earns a point for his or her team.



Materials

- Word Cards: Weeks 1–24 (pages 371–394)
- Reading Assessment: Week 24 (page 437)
- Spelling Assessment: Template 5 (page 451)

Weekly Review

Word Race: Divide the class into two teams and invite one student from each team to stand. Hold up a word card. The first student to read the word correctly earns a point for his or her team. For a greater challenge, have students read and then spell the word (without looking at the card as they spell) to earn a point. Then continue asking two new students to stand, and calling out another word. Continue until each student has had at least one turn.

Reading Assessment

Give each student a copy of Reading Assessment: Week 24. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line. **Answers:** 1. *draw* 2. *his* 3. *out* 4. *found* 5. *Ask* 6. *fall* 7. *came* 8. *ate*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 5 and label it with the week number. Run off a class set and give each student a copy. Then read aloud each of this week’s words, use it in a sentence, and have students write the word on the lines.

Week 25

New Words

going	got
write	made
stop	new
into	would

Sentence Strips

We are going to have fun today.
Can you write your name?
I could not stop laughing!
It is time to come into the house now.
I got a dog for my birthday.
Our class made some cupcakes.
I want to read a new book.
Would you like a cold drink?

WEEK 25

DAY

1

Materials

- Word Cards: Week 25 (page 395)
- Sentence Strips: Week 25 (above)
- Transparency 19: Fill in the Blanks (page 497)
- Student Reproducible 95: Time to Draw (page 329)

Whole Group

1. Introduce the new words, using the word cards and sentence strips.
2. Display Transparency 19: Fill in the Blanks. Read each sentence aloud, inviting a volunteer to choose a word from the Word Bank and write it on the blank line to complete the sentence. When all of the sentences are complete, read them aloud together. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *new* 2. *going* 3. *stop* 4. *write* 5. *got* 6. *made* 7. *into*.

Individual Practice

Give each student a copy of Student Reproducible 95: Time to Draw. Challenge students to read each sentence independently. Have students draw an illustration to go with each sentence. Remind them to include details from the sentences in their drawings. Invite students to share their illustrations.



Materials

- Word Cards: Week 25 (page 395)
- Sentence Strips: Week 25 (page 111)
- Group Activity 62: Correct the Sentences (page 214)
- Student Reproducible 96: Fill in the Blanks (page 330)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 62: Correct the Sentences. Explain that each sentence contains one mistake. The mistake might be with punctuation, capital letters, or word spacing. Work together to determine the mistake in each sentence. Then invite a volunteer to come up and write the corrected sentence on the line beneath. When each sentence has been corrected, read it aloud as a class.

Answers: 1. *We are going to the mall.* 2. *I got a new shirt.* 3. *I write with my left hand.*
4. *He made me laugh.* 5. *Would you stop at the corner?* 6. *Put the toy into the toy box.*

Individual Practice

Give each student a copy of Student Reproducible 96: Fill in the Blanks. Invite students to read each sentence, choose a word from the Word Bank to complete it, and write the word on the appropriate line. When everyone is finished, read the sentences as a group. **Answers:** 1. *made* 2. *Stop* 3. *into* 4. *new* 5. *write* 6. *got* 7. *going* 8. *Would*.

Accommodating Learning Styles

Fun Fonts: If you have access to a computer, invite students to type this week's words and experiment with different fonts. Review with students where to click to select a font. Then let students take turns typing one word three times, using a different font each time. If they like, they can also try typing the words in different colors.



Materials

- Word Cards: Week 25 (page 395)
- Sentence Strips: Week 25 (page 111)
- Group Activity 63: Beginnings and Endings (page 215)
- Student Reproducible 97: Sentence Practice (page 331)
- sidewalk chalk

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 63: Beginnings and Endings. Explain to students that the left side of the

chart has the beginnings of sentences, and the right side has the endings. Read aloud the beginning of the first sentence and work together to find the ending on the right that makes sense. Invite a volunteer to come up and draw a line to connect the two sentence parts. Continue until each sentence beginning has been matched with the correct ending.

Beginnings and Endings Answer Key

1. Are you going to the store?
2. He shot the ball into the hoop.
3. Stop running in the house!
4. She got a bike for her birthday.
5. Would you write your name here?
6. My dad has a new green shirt.
7. I made a skirt for my doll.

Individual Practice

Give each student a copy of Student Reproducible 97: Sentence Practice. Ask students to choose three words from the Word Bank that they'd like to use in sentences. Have students make up a sentence for each word and write it on the lines. Then encourage students to share their sentences with one another.

Accommodating Learning Styles

Sidewalk Spelling: Take students outside to a sidewalk or blacktop area and give each student a piece of sidewalk chalk. Call out each of this week's words, one at a time, and encourage students to write the words on the sidewalk.



Materials

- Word Cards: Week 25 (page 395)
- Sentence Strips: Week 25 (page 111)
- Transparency 20: Unscramble the Sentences (page 498)
- Student Reproducible 98: Spelling Check (page 332)

Whole Group

1. Review the week's sight words, using the word cards and sentence strips.
2. Display Transparency 20: Unscramble the Sentences. Work together to read each mixed-up sentence, and then rearrange the words to give the sentence meaning. Invite volunteers to come up and write the reordered sentence on the line beneath. Together, read each sentence aloud.
Answers: 1. *I made my bed this morning.* 2. *I would like a new toy.* 3. *Write your name on the paper.* 4. *She got two dolls for her birthday.* 5. *Stop at the red light.* 6. *Put the cookies into the oven.* 7. *I am going to play outside.*

Individual Practice

1. Give each student a copy of Student Reproducible 98: Spelling Check. Explain that each row of words contains one of this week's sight words. The other words in the row are spelled incorrectly.
2. Have students examine each row of words carefully and then circle the correctly spelled sight word. When everyone is finished, check students' answers as a class.

Materials

- Word Cards: Week 25 (page 395)
- Reading Assessment: Week 25 (page 438)
- Spelling Assessment: Template 5 (page 451)
- overhead projector
- write-on/wipe-off marker
- word paddle (10- by 12-inch white posterboard attached to a dowel, ruler, or paint stirrer)

Weekly Review

Disappearing Act: With a write-on/wipe-off marker, write this week's words directly on an overhead projector. Project them onto a screen, a sheet of paper, or a blank wall or board. Give one student the word paddle and call out a word. Invite the student to make the word "disappear" by placing the paddle in front of the word and then moving the paddle slowly toward the projector. Continue letting each student have a turn using the paddle to make a word disappear.

Reading Assessment

Give each student a copy of Reading Assessment: Week 25. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line. **Answers:** 1. *write* 2. *made* 3. *going* 4. *Stop* 5. *got* 6. *into* 7. *new* 8. *Would*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 5, label it with the week number, and run off a class set. Give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write the word on the lines.

Week 26

New Words

best	off
together	small
over	sit
long	were

Sentence Strips

Always do your best.
Why don't we work together?
I can't walk over there by myself.
How long will it take to get there?
Will you take the milk off of the table?
I like to sit on that small chair.
My teacher said I can sit by you.
We were there on Tuesday.

WEEK 26

DAY

1

Materials

- Word Cards: Week 26 (page 396)
- Sentence Strips: Week 26 (above)
- Group Activity 64: Beginnings and Endings (page 216)
- Student Reproducible 99: Story Time (page 333)

Whole Group

1. Introduce this week's new words, using the word cards and sentence strips.
2. Display Group Activity 64: Beginnings and Endings. Review with students that in this activity, the beginnings of sentences are on the left, and the endings are on the right, in mixed-up order. Students should put the two parts of each sentence together in a way that makes sense.
3. Read aloud the beginning of the first sentence. Invite a volunteer to find the correct ending and draw a line to connect the two parts. Continue until each beginning and ending have been matched, and then read each sentence aloud as a class.

Beginnings and Endings Answer Key

1. Can we do our work together?
2. The cat jumped over three books.
3. He is my best friend.
4. My sister has very long hair.
5. Did you turn off the light?
6. Her puppy is small like yours.
7. They were going to sit here.

Individual Practice

Give each student a copy of Student Reproducible 99: Story Time. Discuss any words in the story that students may not know. Then read the story as a class, or have students read it individually. Next, have students read each question and answer it on the line provided. Encourage students to write their answers in complete sentences. Answers will vary.

Materials

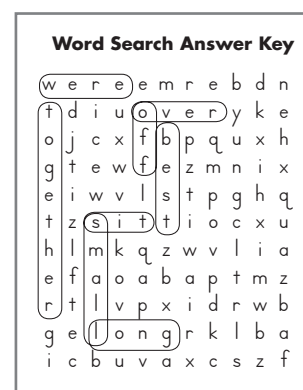
- Word Cards: Week 26 (page 396)
- Sentence Strips: Week 26 (page 115)
- Transparency 21: Describe a Picture (page 499)
- Student Reproducible 100: Word Search (page 334)
- sidewalk chalk
- small rocks or pebbles

Whole Group

1. Use the word cards and sentence strips to review this week's words.
2. Display Transparency 21: Describe a Picture. Begin by asking students to look at the picture and discuss what is happening. Encourage them to talk about the main idea of the picture and any interesting details. Together, work to come up with a few descriptive sentences to write beneath the picture. Share the writing by having volunteers take turns writing words or sentences. When your description is complete, read the sentences aloud as a class.

Individual Practice

Give each student a copy of Student Reproducible 100: Word Search. Invite students to search in the grid for the words listed in the Word Bank and circle each word they find. Tell students that in this word search, the same letter may be used in two different words. Remind students to cross out each word in the Word Bank as they find it in the grid.



Accommodating Learning Styles

Hopscotch: Take students outdoors to a blacktop or sidewalk area and draw one or more hopscotch boards. Write one of this week's words in each box on the board and give one player a pebble. Have the student toss the pebble onto the board and then hop over to the square on which the pebble lands. Before picking up the pebble and hopping back, have the student read the word that's printed on the square. Then it's the next player's turn.

Materials

- Word Cards: Week 26 (page 396)
- Sentence Strips: Week 26 (page 115)
- Group Activity 65: Spelling Check (page 217)
- Student Reproducible 101: Sentence Practice (page 335)
- chalk

Whole Group

1. Review this week's sight words, using the word cards and sentence strips.
2. Display Group Activity 65: Spelling Check. Review with students that in this activity, one of this week's sight words appears in each row. The other words in the row are either spelled incorrectly or spell other words. Invite a volunteer to come up, examine the words in the first row, and then circle the sight word that is spelled correctly. Continue until the correct sight word has been circled in each row.

Individual Practice

Give each student a copy of Student Reproducible 101: Sentence Practice. Invite students to choose any three words from the Word Bank. Then have them write three sentences using one of their chosen words in each sentence. When students have finished writing, review their sentences as a class.

Accommodating Learning Styles

Spell, Step, and Sit: Divide the class into two teams. Have them line up in front of opposite sides of the board. Give the first student in each line a piece of chalk. Then call out a sight word and have these two students go to the board, write the word, return to give the next student the chalk, and then step quickly to the back of the line and sit down. The first student to write the word correctly and sit down at the back of the line earns a point for his or her team. Continue until each student has had at least one turn.



Materials

- Word Cards: Week 26 (page 396)
- Sentence Strips: Week 26 (page 115)
- Group Activity 66: Replace a Word (page 218)
- Student Reproducible 102: Spelling Check (page 336)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 66: Replace a Word. Explain to students that one word in each sentence does not belong. By replacing that word with one of the words from the Word Bank, students can give the sentence meaning.
3. Read the first sentence aloud. Work with students to decide which word doesn't belong (*have*), and cross out the word. Then invite a volunteer to choose a word from the Word Bank that makes sense in the sentence (*small*), and write it above the crossed-out word. Reread the corrected sentence. Continue until all the sentences have been corrected. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *have/small* 2. *with/off* 3. *tell/best* 4. *around/sit* 5. *six/over* 6. *some/long* 7. *think/together*.

Individual Practice

Give each student a copy of Student Reproducible 102: Spelling Check. Explain that each row contains one of this week's sight words. The other words in the row are spelled incorrectly. Have students circle the correctly spelled word in each row, and then discuss the answers as a class.



Materials

- Word Cards: Weeks 1–26 (pages 371–396)
- Reading Assessment: Week 26 (page 439)
- Spelling Assessment: Template 5 (page 451)

Weekly Review

Word Race: Divide the class into two teams and invite one student from each team to stand. Hold up a word card. The first student to read the word correctly earns a point for his or her team. For a greater challenge, have students read and then spell the word to earn a point. (Turn over the word card before students begin spelling.) Then call on two new students and hold up a new word card. Play until each student has had at least one turn.

Reading Assessment

Give each student a copy of Reading Assessment: Week 26. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line. **Answers:** 1. *small* 2. *best* 3. *long* 4. *off* 5. *sit* 6. *were* 7. *together* 8. *over*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 5 and label it with the week number. Run off a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write the word on the lines.

Week 27

Review Words from Weeks 1–26

WEEK 27

DAY

1

Materials

- Word Cards: Weeks 1–26 (page 371–396)
- Student Reproducible 103: Word Order (page 337)
- Cumulative Word Lists: Weeks 1–26 (pages 409–411)
- lightweight playground ball or beach ball

Individual Practice

Give each student a copy of Student Reproducible 103: Word Order. Read aloud each word at random, having students number the words in the order you read them. Students should write a number *1* next to the word you call first, a *2* next to the word you call second, and so on. When finished, check each student's paper and write his or her score at the bottom of the page.

Accommodating Learning Styles

On the Ball: Have students stand in a circle. Start the game by calling out one of this week's sight words and then tossing the ball to a student. When the student catches the ball, he or she should say and spell the word. Then that student calls out a new word and tosses the ball to another student, who catches the ball and then says and spells the new word. Continue until each student has had a few chances to say and spell words.

Home-School Connection

Use Cumulative Word Lists: Weeks 1–26 to involve families in their children's sight word learning. For each student, make one copy of the word list to send home with a note to families, explaining that students have been learning all of these words. Encourage families to practice both reading and writing the words with their children. You might suggest that family members give their child an incentive, such as a sticker for the words he or she can read and write correctly.



Materials

- Word Cards: Weeks 1–26 (pages 371–396)
- Student Reproducible 104: Fill in the Blanks (page 338)
- Kaboom! Numeral Cards (page 408)

Individual Practice

Give each student a copy of Student Reproducible 104: Fill in the Blanks. Have students read each sentence and choose a word from the Word Bank to complete it, writing the word on the line. When students have finished, review the completed sentences together. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *tell* 2. *found* 3. *our* 4. *don't* 5. *ask* 6. *nine* 7. *down* 8. *could*.

Accommodating Learning Styles

Kaboom!: Divide the class into groups of four or five. Give each student a Kaboom! numeral card between 1 and 5. (If using groups of four, use only cards 1–4.) Call out a word and have teams huddle up to make sure each team member knows how to spell the word correctly. After about 30 seconds, call “Kaboom!” This means teams must stop talking. Then call out any number between 1 and 5. The student on each team with that number goes to the board and writes the word. Each student who spells the word correctly earns a point for his or her team.



Materials

- Word Cards: Weeks 1–26 (pages 371–396)
- Student Reproducible 105: Circle the Word (page 339)
- clean, empty trash can (or basketball hoop, if available)
- masking tape
- foam ball

Individual Practice

Give each student a copy of Student Reproducible 105: Circle the Word. Read aloud one word in each row, as follows: 1. *fast* 2. *give* 3. *cold* 4. *make* 5. *his* 6. *laugh* 7. *pretty* 8. *found* 9. *what* 10. *read* 11. *said* 12. *will* 13. *that* 14. *here*, and 15. *use*. Have students circle the word you called. When finished, go over the correct answers as a class.

Accommodating Learning Styles

Sight Word Basketball: Mark a line on the floor with masking tape and have students line up behind it. Place a trash can or basketball hoop a few feet away. Show the first student in line a word card. Ask him or her to read the word and then shoot the ball. If the student reads the word correctly, he or she can shoot an extra basket. For a variation, use two hoops and divide the class into two teams. When a student gets the ball in the basket, he or she scores a point for that team.



Materials

- Word Cards: Weeks 1–26 (pages 371–396)
- Student Reproducible 34: Word Bingo (page 268)
- dried beans or counters
- paper cups



Whole Group

1. Give each student a copy of Student Reproducible 34: Word Bingo. Choose 16 words you'd like to review and call them out, one at a time, having students write each word in a square on their board. (Make sure students do not fill the squares in order; each board should be different.)
2. When students' boards are complete, give each student a cup of dried beans or counters to use as board markers. Then call out the words at random, having students cover each word you call on their board. When a student covers four squares in a row (vertically, horizontally, or diagonally), he or she calls, "Bingo!" Then students can clear their boards for another round.

Accommodating Learning Styles

Word Race: Divide the class into two teams and invite one student from each team to stand. Hold up a random word card. The first student to read the word correctly earns a point for his or her team. Then continue the game with two new students. For a challenging variation, have students both read and spell the word to earn a point. Once a student reads a word, turn the card over so the student can't see the letters as he or she spells the word.



Materials

- Quarterly Sight Word Assessment: Week 27 (pages 460–467)
- Word Cards: Weeks 1–26 (pages 371–396); optional
- highlighter

Quarterly Sight Word Assessment

1. To assess students' grasp of the words they have learned from weeks 1–26, perform individual assessments. For each student, make one copy of Quarterly Sight Word Assessment: Week 27. Meet with students individually. Point to each word in random order and have the student read the word aloud as you point. Keep track by highlighting the words that the student reads correctly. Note that students should have automaticity with these words; if a student stalls on a word or attempts to sound it out, you should count it as a missed word.
2. As an alternative, use the word cards to assess students. Flash the cards one at a time, setting aside any words the student misses. Highlight on the assessment sheet the words the student reads correctly.
3. When each student's assessment has been completed, count up the highlighted words and record the student's score. Provide families with a copy of the completed assessment, and encourage family members to practice any missed words at home with their child.

Week 28

New Words

thank	never
school	fly
but	know
own	much

Sentence Strips

Thank you for the pretty flowers.
Write a sentence about your school.
I like cats, but I also like dogs.
I wish I had some skates of my own.
My mom said, "Never play with fire."
I will help you fly your kite.
Do you know my friend Jill?
There is too much noise in here!

WEEK 28

DAY

1

Materials

- Word Cards: Week 28 (page 397)
- Sentence Strips: Week 28 (above)
- Group Activity 67: What's Your Story? (page 219)
- Student Reproducible 106: Story Time (page 340)

Whole Group

1. Introduce the new words, using the word cards and sentence strips.
2. Display Group Activity 67: What's Your Story? Explain that in this activity, students will use this week's words in a story they will help write. Begin by reading the words in the Word Bank aloud with students. Then explain that stories have a beginning, a middle, and an end. Ask students to make suggestions for what the story might be about, and together, decide on a title (such as "A Day at School" or "My Little Bird"). Continue by choosing words that will fit into the story, and write a sentence for each.
3. When the story is finished, you might choose to hang it in a center so that students can illustrate it. Or have several students type out the sentences on a computer and have other students create illustrations. Then use the typed sentences and pictures to create a class book.

Individual Practice

1. Give each student a copy of Student Reproducible 106: Story Time. Explain that students will be reading a story and then answering a few questions about it. Explain that students should use a complete sentence to answer each question.
2. Encourage students to complete the page on their own if they feel comfortable doing so. You can work with a small group, or circulate around the room and provide assistance as needed. When everyone is finished, discuss students' answers as a class. Answers will vary.

WEEK 28

DAY

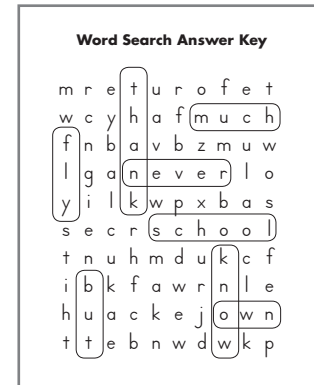
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Materials

- Word Cards: Week 28 (page 397)
- Sentence Strips: Week 28 (page 122)
- Transparency 22: Word Search (page 500)
- Student Reproducible 107: Beginnings and Endings (page 341)

Whole Group

1. Review this week's new words, using the word cards and sentence strips.
2. Display Transparency 22: Word Search. Review that the object of a word search is to find and circle words from the Word Bank that are hidden in the letter grid. The letters must form a straight line vertically or horizontally. In this word search, a letter may be used in two different words. Invite volunteers to search for and circle words, crossing out the words in the Word Bank as they find them.



Beginnings and Endings Answer Key

1. What did you learn at school?
2. I know how to read and write.
3. I wish I could fly like a bird.
4. We never run in the house.
5. I like cats much better than dogs.
6. I fell down but I did not get hurt.
7. Can you tie your own shoes?
8. Did you thank him for the gift?

Individual Practice

Give each student a copy of Student Reproducible 107: Beginnings and Endings. Remind students that for this activity, they will match sentence beginnings to the endings that make sense. As a class, read each sentence beginning on the left, and then ask students to draw a line to the proper ending on the right. Together, read each completed sentence.

Accommodating Learning Styles

On the Go: Make an extra copy of this week's words and post them around the room at students' eye level. Gather in a central spot and call on a student to move in a certain way toward a particular word, as in the example "Skip over to *thank*" or "Swim over to *school*." Continue until each student has had at least one chance to move to a word.

WEEK 28

DAY

3

Materials

- Word Cards: Week 28 (page 397)
- Sentence Strips: Week 28 (page 122)
- Group Activity 68: ABC Order (page 220)
- Student Reproducible 108: Sentence Practice (page 342)

Whole Group

1. Using the word cards and sentence strips, review this week's sight words.

2. Display Group Activity 68: ABC Order. Practice alphabetizing by asking a volunteer to come up and look for a word in the Word Bank that begins with the letter *a*. If no word begins with that letter, the student should cross out the *a*. If students do find a word that begins with the letter *a*, they should circle the letter, write the word on the line, and then cross out the word in the Word Bank. Continue with each letter until all of the words have been alphabetized.

Individual Practice

Give each student a copy of Student Reproducible 108: Sentence Practice. Ask each student to choose three words from the Word Bank. Have students make up a sentence for each chosen word and write the sentences on the lines provided. When students are finished, review their sentences as a class.

Accommodating Learning Styles

Sight Word Boogie: Make a few extra copies of this week's word cards and give each student one card (multiple students will have the same word). Gather in a circle and do the sight word version of "The Hokey Pokey," calling out sight words instead of the names of body parts. Students with the appropriate sight word card may jump in and out of the circle. An example is provided:

Put school in. (Students with the *school* card jump in the circle.)

Put school out. (Students with the *school* card jump out of the circle.)

Put school in and shake it all about. (Students with the *school* card jump in and shake.)

You do the Sight Word Boogie, and you turn yourself around. (All students turn around.)

That's what it's all about! (All students clap.)



Materials

- Word Cards: Week 28 (page 397)
- Sentence Strips: Week 28 (page 122)
- Group Activity 69: Correct the Sentences (page 221)
- Student Reproducible 109: Unscramble the Words (page 343)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 69: Correct the Sentences. Explain that each sentence has at least one mistake, and some sentences have more than one. Students should find the errors and rewrite the sentence correctly. As you read each sentence aloud, discuss the errors as a class. Then have a volunteer come up and rewrite the sentence correctly on the line beneath. When finished, reread all of the sentences as a group. **Answers:** 1. *Please thank him for his help.* 2. *She may be small, but she is strong.* 3. *You should never run in school.* 4. *Do you know how to read?* 5. *How much do you want your own dog?* 6. *Can all birds fly?* 7. *What school do you go to?*

Individual Practice

Give each student a copy of Student Reproducible 109: Unscramble the Words. Ask students to rearrange the letters in each word and write it on the line beneath. Once they've unscrambled all the sight words, have them choose one and write a sentence using the word on the line provided at the bottom of the page. Then review students' sentences.



Materials

- Word Cards: Week 28 (page 397)
- Reading Assessment: Week 28 (page 440)
- Spelling Assessment: Template 5 (page 451)

Weekly Review

Around the World: Arrange the classroom chairs in a circle and have all students take a seat. (To keep track of students' original seats, you can have them label a self-stick note with their name and attach it to the chair.) Choose any two students who are sitting next to each other and have them stand side by side. Hold up a word card. The first student to read the word correctly moves to the next chair (in a clockwise direction). The other student sits down in the vacant seat. Then have the next two students stand up and repeat the process. Each time two students compete, the first student to correctly read the word first moves on to the next chair; the other student sits in the vacant seat. Play continues until a student gets back to his or her original seat.

Reading Assessment

Give each student a copy of Reading Assessment: Week 28. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line. **Answers:** 1. *school* 2. *never* 3. *Thank* 4. *know* 5. *fly* 6. *but* 7. *much* 8. *own*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 5 and label it with the week number. Then make a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write the word on the lines.

Week 29

New Words

which	under
always	open
try	just
must	buy

Sentence Strips

Which of these colors do you like?
We will always be best friends.
If you try your best, you will do fine.
We must get to school on time.
Did you look under the chair?
Are you going to open your gift?
I know just where I put that book.
I am going to buy three new pencils.



Materials

- Word Cards: Week 29 (page 398)
- Sentence Strips: Week 29 (above)
- Transparency 23: Replace a Word (page 501)
- Student Reproducible 110: ABC Order (page 344)

Whole Group

1. Review the new sight words, using the word cards and sentence strips.
2. Display Transparency 23: Replace a Word. Explain that in each sentence, there is one word that doesn't belong. For the sentence to make sense, students must find the misplaced word and replace it with a word from the Word Bank. Work together to read each sentence aloud and figure out which word doesn't belong. Then ask students to choose the correct word to insert.
3. Once you've decided on the new word, invite a volunteer to come up and write the corrected sentence on the line beneath. (Remind students that every sentence begins with a capital letter.) Then read the new sentence together. (Not all of the words in the Word Bank will be used.) Continue until each sentence has been corrected. **Answers:** 1. *cat/always* 2. *pull/buy* 3. *go/must* 4. *Where/Which* 5. *don't/under* 6. *any/try* 7. *sleep/open*.

Individual Practice

Pass out copies of Student Reproducible 110: ABC Order. Review with students how to use the alphabet line to alphabetize the words: Students can look at each letter and then look for a word in the Word Bank that begins with the letter. If they find one, they can circle the letter, write the word on the line, and cross out the word in the Word Bank. If they do not find a word, they can cross out the letter and move on to the next one. Have students continue until all of the words have been alphabetized. (Note that two words from previous lessons have been added.) Then go over the answers as a class.

Materials

- Word Cards: Week 29 (page 398)
- Sentence Strips: Week 29 (page 126)
- Transparencies 24–25: Story Time and Story Time Questions: The Big Move (pp 502-3)
- Student Reproducible 111: Beginnings and Endings (page 345)
- rhythm sticks (two dowels or paint stirrers per student)

Whole Group

1. Review the new sight words, using the word cards and sentence strips.
2. Display Transparencies 24–25: Story Time and Story Time Questions: The Big Move. Read the story aloud to the class, encouraging students to read along with you. After reading the story a few times, read each question and ask students to answer in a complete sentence. Then call on a student to write the answer on the line provided beneath each question. When students have answered all the questions, read their sentences aloud as a class. Answers will vary.

Individual Practice

Give each student a copy of Student Reproducible 111: Beginnings and Endings. Review that in this activity, the beginnings of sentences are on the left and the endings are on the right, in mixed-up order. Students should draw a line to show which beginning connects with which ending. When students are finished, read the complete sentences aloud as a group.

Beginnings and Endings Answer Key

1. Will you open the door for me?
2. Do you always get up early?
3. My mom just got home from work.
4. Which way are you going?
5. We need to buy food for our cat.
6. I will try to spell that word.
7. We must hurry or we will be late.
8. I found my book under the table.

Accommodating Learning Styles

Let's Get the Rhythm: Give each student two dowels or paint stirrers to use as rhythm sticks. Begin tapping a beat and then sing or chant this version of "Let's Get the Rhythm." Insert a sight word into each verse, as in this example:

Let's get the rhythm of try.

Let's get the rhythm of try.

T-R-Y try, T-R-Y try.

Now we've got the rhythm of try.

Now we've got the rhythm of try.

Continue the activity, singing or chanting a new verse for each word. Encourage students to keep a steady beat throughout the song.

Materials

- Word Cards: Week 29 (page 398)
- Sentence Strips: Week 29 (page 126)
- Group Activity 70: Unscramble the Words (page 222)
- Student Reproducible 112: Word Search (page 346)
- shaving cream
- cookie sheets (optional)

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 70: Unscramble the Words. Together, read the words in the Word Bank. Then unscramble the first word as a group. Have volunteers unscramble the remaining words and write them on the lines provided.

Individual Practice

Give each student a copy of Student Reproducible 112: Word Search. Encourage students to search the letter grid for the words in the Word Bank and circle each word they find. Tell students that in this word search the same letter may be found in two different words. Remind students to cross out each word in the Word Bank as they locate it in the grid.

Word Search Answer Key

u	n	d	e	r	f	c	x	c	q	b
q	i	b	m	t	r	y	e	o	s	a
o	v	j	u	s	t	i	j	t	a	c
i	k	c	s	o	p	e	n	z	u	d
l	m	z	t	u	r	l	k	m	w	t
h	b	a	e	b	u	y	i	v	m	a
r	u	l	u	j	t	d	k	e	f	y
t	r	w	h	i	c	h	u	t	e	v
c	s	a	v	c	n	c	q	r	t	a
v	h	y	b	l	s	v	z	i	r	u
s	t	s	o	z	s	p	d	y	d	i

Accommodating Learning Styles

Good Clean Fun: For each student, squirt a layer of shaving cream on a cookie sheet (or directly on the table in front of each student). Then call out this week's words, one at a time, having students use their finger to spell the word in the cream. They can smooth out the shaving cream to "erase" and get ready to write the next word. Continue until students have spelled each of this week's words.

Materials

- Word Cards: Week 29 (page 398)
- Sentence Strips: Week 29 (page 126)
- Group Activity 71: Spelling Check (page 223)
- Student Reproducible 113: Sentence Practice (page 347)

Whole Group

1. Review the week's sight words, using the word cards and sentence strips.

2. Display Group Activity 71: Spelling Check. Review that each row contains one correctly spelled sight word. The other words are spelled incorrectly. Call on volunteers to examine each row and circle the sight word that is spelled correctly. Continue until all the sight words have been circled.

Individual Practice

Give each student a copy of Student Reproducible 113: Sentence Practice. Have students choose any three words they'd like from the Word Bank. Encourage students to write three sentences, each using one of their chosen words. When students are finished, review their sentences as a class and discuss any errors.



Materials

- Word Cards: Week 29 (page 398)
- Kaboom! Numeral Cards (page 408)
- Reading Assessment: Week 29 (page 441)
- Spelling Assessment: Template 5 (page 451)

Weekly Review

Kaboom!: Divide the class into groups of four or five. Give each student in each group a Kaboom! numeral card between 1 and 5. (If using groups of four, use only cards 1–4.) Call out a word and have teams gather to make sure each team member knows how to spell the word. After about 30 seconds, call “Kaboom!” and then a number between 1 and 5. The student on each team with that number goes to the board and writes the word. Each student who spells the word correctly earns a point for his or her team. Continue until you’ve reviewed all of this week’s words.

Reading Assessment

Give each student a copy of Reading Assessment: Week 29. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line. **Answers:** 1. *under* 2. *always* 3. *just* 4. *Which* 5. *open* 6. *buy* 7. *try* 8. *Must*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 5 and label it with the week number. Run off a class set and give each student a copy. Read aloud each of this week’s words, use it in a sentence, and have students write the word on the lines.

Week 30

New Words

before	after
its	cut
then	many
from	shall

Sentence Strips

I walk my dog before school.
The car had its door open.
Ride your bike, and then come inside.
Is that book from the library?
After music, we will do our math.
Draw a circle and then cut it out.
How many children are in your class?
What shall we do after school?



Materials

- Word Cards: Week 30 (page 399)
- Sentence Strips: Week 30 (above)
- Group Activity 72: Fill in the Boxes (page 224)
- Student Reproducible 114: Correct the Sentences (page 348)

Whole Group

1. Introduce this week's new words, using the word cards and sentence strips.
2. Display Group Activity 72: Fill in the Boxes. Discuss that in this activity, students should figure out which word from the Word Bank best fits in each set of boxes, according to the different heights and lengths of the letters. Call on volunteers to come up, choose a word, and write it in the appropriate set of boxes. Continue until all of the words have been used.

Individual Practice

1. Give each student a copy of Student Reproducible 114: Correct the Sentences. Encourage students to look for the mistakes in each sentence. Review the types of mistakes that students should be on the lookout for (capitalization and punctuation).
2. When students find a mistake, they should cross it out and write the correction above the error. Then have them rewrite the complete sentence on the line beneath. When students are finished, review the sentences as a group. **Answers:** 1. Look both ways before you cross the street. 2. Did you get your hair cut? 3. This gift is from my aunt. 4. The cat has its own plate! 5. How many books have you read? 6. Shall we play a game after dinner?



Materials

- Word Cards: Week 30 (page 399)
- Sentence Strips: Week 30 (page 130)
- Group Activity 73: ABC Order (page 225)
- Student Reproducible 115: Story Time (page 349)



Whole Group

1. Review this week's sight words, using the word cards and sentence strips.
2. Display Group Activity 73: ABC Order. Using the alphabet line, invite volunteers to come up and look for words in the Word Bank that begin with each letter. Remind students to cross out the letter if they do not find a word that begins with it. If students do find a word, have them circle the letter, write the word on the line, and then cross it out in the Word Bank. Continue until all of the words have been alphabetized.

Individual Practice

Give each student a copy of Student Reproducible 115: Story Time. Have students read the story and then answer each question by writing a complete sentence on the line beneath. When students are finished, review their answers as a class. Answers will vary.

Accommodating Learning Styles

Jump 'n' Spell: Have students form a line in front of you. Call out a sight word for the first student to spell. Have the student spell out the word as he or she does jumping jacks. Students should say one letter each time they clap their hands, and then say the whole word on the last jumping jack. Give each student a chance to spell out a word.



Materials

- Word Cards: Week 30 (page 399)
- Sentence Strips: Week 30 (page 130)
- Transparency 26: Choose the Correct Word (page 504)
- Student Reproducible 116: Sentence Practice (page 350)
- lightweight playground ball or beach ball

Whole Group

1. Review the week's sight words, using the word cards and sentence strips.
2. Display Transparency 26: Choose the Correct Word. Read the first sentence aloud and then read the three answer choices. Invite a volunteer to come up and fill in the bubble next to the word that best completes the sentence (*before*). Continue with more volunteers until each sentence has been completed. Then together read the sentences aloud. **Answers:** 1. *before* 2. *many* 3. *its* 4. *from* 5. *then* 6. *after* 7. *cut*.

Individual Practice

Give each student a copy of Student Reproducible 116: Sentence Practice. Have students choose three words from the Word Bank. Encourage students to write three sentences on the lines provided, each using one of their chosen words. When students are finished, have them share their sentences with a partner or with the group.

Accommodating Learning Styles

On the Ball: Have students form a circle. Toss a ball to one student, calling out one of this week's words. When the student catches the ball, he or she should then spell the word. Have the student call out another word and toss the ball to a new student. Continue until each student has had a chance to spell at least one word.



Materials

- Word Cards: Week 30 (page 399)
- Sentence Strips: Week 30 (page 130)
- Student Reproducible 117: Spelling Check (page 351)
- chalk

Whole Group

Review this week's words, using the word cards and sentence strips.

Individual Practice

Give each student a copy of Student Reproducible 117: Spelling Check. Tell students that each row contains a sight word they have learned. The other words are spelled incorrectly. Have students circle the correctly spelled sight word in each row, and then go over the answers as a class.

Accommodating Learning Styles

Spell, Step, and Sit: Divide the class into two teams and have them line up in front of opposite sides of the board. Give the first student in each line a piece of chalk. Then call out a sight word and have students go to the board, write the word, return to give the next student the chalk, and then step quickly to the back of the line and sit down. The first student to write the word correctly and sit down at the back of the line earns a point for that team. Continue until each student has had at least one turn.



Materials

- Word Cards: Weeks 1–30 (pages 371–399)
- Reading Assessment: Week 30 (page 442)
- Spelling Assessment: Template 5 (page 451)



Weekly Review

Word Race: Divide the class into two teams and let each group make up a team name. Invite one student from each team to stand, and then hold up a word card. The first student to read the word correctly earns a point for his or her team. For a greater challenge, have students read the word and then spell it (without looking at the card) to earn a point. Then continue with the next two students. Play until you have reviewed all of the words you would like to target.

Reading Assessment

Give each student a copy of Reading Assessment: Week 30. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line. **Answers:** 1. *from* 2. *shall* 3. *many* 4. *after* 5. *before* 6. *its* 7. *then* 8. *cut*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 5 and label it with the week number. Then copy a class set and give each student a sheet. Read aloud each of this week's words, use it in a sentence, and have students write the word on the lines.

Week 31

New Words

again	may
myself	does
live	first
warm	goes
pull	better

Sentence Strips

I want to read that book again.
I made two cakes all by myself.
We live near a small park.
The apple pie was very warm.
Don't pull too hard on the door.
May I be the line leader this week?
Does she know the way to our class?
Were you the first one here?
My aunt goes to work every day.
She likes purple better than yellow.

WEEK 31

DAY

1

Materials

- Word Cards: Week 31 (pages 400–401)
- Sentence Strips: Week 31 (above)
- Group Activity 74: Shared Writing (page 226)
- Student Reproducible 118: Replace a Word (page 352)
- blank sentence strips

Whole Group

1. Use the word cards and sentence strips to review this week's words.
2. Display Group Activity 74: Shared Writing. Divide the class into partners or ten small groups. Assign each group a word and give students a blank sentence strip. Have students work together to write a sentence using their word. When groups are finished, have students take turns reading their sentences. Tape their strips to the chart.

Individual Practice

1. Give each student a copy of Student Reproducible 118: Replace a Word. Explain to students that each sentence contains a word that doesn't belong. Students should cross out that word and replace it with a word from the Word Bank that does make sense.

Teachable Moments

Since students are learning ten new words this week, you may want to suggest tips and tricks to help students remember how to spell them. For example, *live* is very close to a word they've already learned: *give*; *may* rhymes with the word *say*; and students can spell *goes* by writing *go* and adding *es*.

2. Guide students through the sentences, having them cross out the incorrect words and write the correct ones above. When all of the sentences have been corrected, read them aloud as a class. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *best/pull* 2. *fly/first* 3. *under/live* 4. *funny/goes* 5. *never/myself* 6. *always/better* 7. *Together/May*.



Materials

- Word Cards: Week 31 (pages 400–401)
- Sentence Strips: Week 31 (page 134)
- Transparency 27: Replace a Word (page 505)
- Student Reproducible 119: Fill in the Boxes (page 353)
- index cards
- stapler
- hole punch
- yarn
- scissors

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Transparency 27: Replace a Word. Work together to figure out which word in each sentence does not belong, and find the word in the Word Bank that best replaces it. Then invite a volunteer to cross out the incorrect word and rewrite the corrected sentence on the line beneath. Remind students that every sentence begins with a capital letter. When each sentence has been corrected, read all of the sentences aloud as a class. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *here/pull* 2. *very/first* 3. *one/live* 4. *Today/May* 5. *made/myself* 6. *found/again* 7. *fall/goes*.

Individual Practice

Give each student a copy of Student Reproducible 119: Fill in the Boxes. Have students write each word in the appropriate set of boxes. Then have students choose one word and write a sentence using that word.

Accommodating Learning Styles

Shoe Books: Create blank books by folding three index cards in half and stapling the folded side. Punch a hole in the top left-hand corner of each book, and string with a piece of yarn. Give a book to each student, and have students write "My Shoe Book" on the cover. Next, call out each of this week's sight words, giving students time to write one word on each page. When finished, invite students to decorate the front and back covers of the books. Then tightly tie each student's book onto his or her shoe so students won't be in danger of tripping.

Materials

- Word Cards: Week 31 (pages 400–401)
- Sentence Strips: Week 31 (page 134)
- Group Activity 75: Spelling Check (page 227)
- Student Reproducible 120: Sentence Practice (page 354)
- large pot or bowl
- large spoon or ladle

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 75: Spelling Check. Review with students that only one word in each row is a correctly spelled sight word from this week's list. The other words are either spelled incorrectly or spell other words. Invite volunteers to come up and circle the sight word in each row.

Individual Practice

Give each student a copy of Student Reproducible 120: Sentence Practice. Have students choose three words from the Word Bank. Then have students write three sentences, one sentence for each word. When students are finished writing, have them share their work with the group.

Accommodating Learning Styles

Sight Word Soup: Make an extra copy of this week's word cards (along with any other words you'd like to reinforce) and give each student a card. Have students form a circle, and place a large pot in the middle, along with a spoon. Then sing the chant below, inserting a new word in each verse. The student holding that word card should place it in the pot and stir. Continue until all of the words are in the pot.

Put live, put live in the sight word soup.

Put live, put live in the sight word soup. (Student puts card in pot.)

Stir it to the left, stir it to the right. (Student stirs.)

Sight word soup for dinner tonight.

Mmm, mmm, good! (All students rub tummies.)

Materials

- Word Cards: Week 31 (pages 400–401)
- Sentence Strips: Week 31 (page 134)
- Group Activity 76: Beginnings and Endings (page 228)
- Student Reproducible 121: Build a Word (page 355)
- old newspapers and magazines
- scissors
- glue sticks

Whole Group

1. Introduce this week's words, using the word cards and sentence strips.
2. Display Group Activity 76: Beginnings and Endings. Read the first half of each sentence aloud and work together to choose the ending that best fits. Have a volunteer come up and draw a line to connect the two halves of the sentence. When all of the sentences are connected, read them aloud as a class.

Beginnings and Endings Answer Key

1. My friend does not live far away.
2. My dog goes to the vet.
3. You need to pull up your socks again!
4. I can bake a cake all by myself.
5. You can't always be first in line.
6. Put on your hat to keep warm.
7. I like summer better than fall.

Individual Practice

1. Give each student a copy of Student Reproducible 121: Build a Word. Set out newspapers and magazines, scissors, and glue sticks. Have students choose four words from the Word Bank to spell by cutting out the letters from the newspapers and magazines, and gluing them in the left-hand column of the sheet.
2. When students have built four words, have them use the right-hand column to write a sentence using each word. When everyone is finished, invite students to share their work with the group.



Materials

- Word Cards: Week 31 (pages 400–401)
- Reading Assessment: Week 31 (page 443)
- Spelling Assessment: Template 6 (page 452)
- two flashlights

Weekly Review

In the Spotlight: Make an extra copy of this week's sight words and post them on a bulletin board or wall. Then divide the class into two teams. Dim the lights slightly. Give a flashlight to one student on each team and then call out a word. The first student to shine the light on the correct word earns his or her team a point. Play until each student has had at least one turn. (Safety Note: Remind students not to shine the flashlights into their eyes or their classmates' eyes.)

Reading Assessment

Give each student a copy of Reading Assessment: Week 31. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line.

Answers: 1. warm 2. live 3. Does 4. better 5. again 6. myself 7. May 8. pull 9. goes 10. first.

Spelling Assessment

Make a copy of Spelling Assessment: Template 6 and label it with the week number. Run off a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write the word on the lines.

Week 32

New Words

their	only
start	so
kind	been
hurt	clean
pick	right

Sentence Strips

My students always do their work.
What time does the race start?
Always be kind to your friends.
Did you hurt your toe on the step?
What game did you pick?
I live only one block from school.
My little sister is so smart!
This has been a great year!
Please clean up your room now.
I think you are right!



Materials

- Word Cards: Week 32 (pages 402–403)
- Sentence Strips: Week 32 (above)
- Transparency 28: Describe a Picture (page 506)
- Student Reproducible 122: Story Time (page 356)

Whole Group

1. Introduce the week's new words, using the word cards and sentence strips.
2. Display Transparency 28: Describe a Picture. Begin by discussing what's happening in the picture, and brainstorm a list of words students might use in their writing (such as *park*, *swings*, *sandbox*, *children*, *jump rope*, and so on). Next, work together to write a descriptive paragraph. You can write students' sentences on the chart yourself, or volunteers may share the writing. Continue until students have written four or five descriptive sentences about the picture. Then read the paragraph aloud with the class.

Individual Practice

Give each student a copy of Student Reproducible 122: Story Time. Go over any words that students may be unfamiliar with, and then have students read the story. Next, have students read each question and answer it by writing a complete sentence on the line beneath. When students are finished, discuss their answers as a class. Answers will vary.

Materials

- Word Cards: Week 32 (pages 402–403)
- Sentence Strips: Week 32 (page 138)
- Group Activity 77: Circle the Word (page 229)
- Student Reproducible 123: Unscramble the Sentences (page 357)
- nontoxic, washable inkpads
- pencils
- paper

Whole Group

1. Review this week's words, using the word cards and sentence strips.
2. Display Group Activity 77: Circle the Word. Call out each word at random and invite a student to find, say, spell, and then circle the word. Continue until all of the words have been circled.

Individual Practice

Give each student a copy of Student Reproducible 123: Unscramble the Sentences. Explain that the words in the sentences are all mixed up and need to be rearranged for the sentences to make sense. Encourage students to rearrange the words and write the new sentences on the line beneath, beginning with a capital letter and ending with a punctuation mark. When students are finished, read the sentences aloud as a class. **Answers:** 1. *What kind of juice do you want?* 2. *My friend hurt his foot yesterday.* 3. *Did you pick up all of your toys?* 4. *I put on a clean shirt this morning.* 5. *They need to give their dog a bath!* 6. *We must leave right now!*

Accommodating Learning Styles

Stamp It: Provide each student with paper and a pencil with a good eraser. Set out washable inkpads and review with students how to press the eraser to the ink and then to the paper to make dots in the shape of a letter. Then call out one of this week's words and have students form the letters to spell it out. If you have time, continue with additional words.

Materials

- Word Cards: Week 32 (pages 402–403)
- Sentence Strips: Week 32 (page 138)
- Group Activity 78: Unscramble the Sentences (page 230)
- Student Reproducible 124: Sentence Practice (page 358)

Whole Group

1. Review this week's sight words, using the word cards and sentence strips.

2. Display Group Activity 78: Unscramble the Sentences. Work together to rearrange the words in each sentence so that the sentence makes sense. Invite volunteers to come up and write the reordered sentences on the lines beneath. When you've unscrambled all of the sentences, read each one aloud as a class. **Answers:** 1. *Start your homework right now.* 2. *She was so kind to me.* 3. *Please don't hurt their feelings.* 4. *Why did you pick the red ball?* 5. *She has only one more cookie.* 6. *I have been very happy all day.*

Individual Practice

Give each student a copy of Student Reproducible 124: Sentence Practice. Have students each choose three words from the Word Bank. Encourage students to write a sentence using each of their chosen words, and then have students share their work with one another.

Accommodating Learning Styles

Popcorn Spelling: Have students sit in their seats or on the floor. Call out one of this week's words and then randomly call on one student at a time to spell the word. The first student says the first letter and "pops up" to a standing position. The next student pops up and says the second letter, and so on, until the whole word is spelled out. Then the whole class shouts the word, and the spellers sit back down. Repeat with each word, spelling all of this week's words several times.



Materials

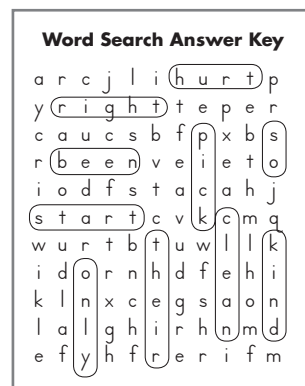
- Word Cards: Week 32 (pages 402–403)
- Sentence Strips: Week 32 (page 138)
- Group Activity 79: Correct the Sentences (page 231)
- Student Reproducible 125: Word Search (page 359)

Whole Group

1. Review this week's sight words, using the word cards and sentence strips.
2. Display Group Activity 79: Correct the Sentences. Explain that each sentence has one or more mistakes, such as errors in punctuation or capitalization. Work together to identify the mistakes in each sentence. Then have volunteers write the corrected sentence on the line beneath. **Answers:** 1. *I only like that kind of juice.* 2. *She hurt her arm on the swing.* 3. *Their house is right over there.* 4. *Did you start to clean your desk?* 5. *How did you get here so fast?* 6. *Will you help me pick up this box?*

Individual Practice

Give each student a copy of Student Reproducible 125: Word Search. Invite students to read the words in the Word Bank and then search for them in the letter grid. As students find each word, have them circle it in the grid and then cross it out in the Word Bank.



Materials

- Word Cards: Weeks 1–32 (pages 371–403)
- Reading Assessment: Week 32 (page 444)
- Spelling Assessment: Template 6 (page 452)
- clean, empty trash can (or basketball hoop, if available)
- masking tape
- foam ball

Weekly Review

Sight Word Basketball: Mark a line on the floor with masking tape and have students line up behind it. Place the trash can or basketball hoop a few feet away. Hold up a word card for the first student. The student should read the word and then shoot the ball. If the student reads the word correctly, he or she can shoot an additional basket. For a variation, you can use two balls and hoops and divide the class into two teams. Each time a student gets the ball in the basket, he or she earns a point for that team.

Reading Assessment

Give each student a copy of Reading Assessment: Week 32. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line.

Answers: 1. *pick* 2. *only* 3. *start* 4. *right* 5. *Their* 6. *hurt* 7. *clean* 8. *kind* 9. *so* 10. *been*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 6 and label it with the week number. Then run off a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write the word on the lines.

Week 33

New Words

every	show
these	well
hold	those
done	wash
both	because

Sentence Strips

I can read every word in this room.
My dad said to share these cookies.
Please hold the cup while I pour.
Are you done with dinner?
That card is from both of us.
Please show us your new book.
How well do you know how to read?
Those are the flowers that I like best.
Did you wash your face this morning?
We must go because it is late.

WEEK 33

DAY

1

Materials

- Word Cards: Week 33 (pages 404–405)
- Sentence Strips: Week 33 (above)
- Transparencies 29–30: Story Time and Story Time Questions: The Picnic (pp 507–8)
- Student Reproducible 126: Describe a Picture (page 360)

Whole Group

1. Introduce this week's words, using the word cards and sentence strips.
2. Display Transparencies 29–30: Story Time and Story Time Questions: The Picnic. Read the story aloud several times with the class. Then read the first question. Work together to answer the question with a complete sentence, and then have a volunteer write the sentence on the line. Continue until students have answered all the questions. Answers will vary.

Individual Practice

1. Give each student a copy of Student Reproducible 126: Describe a Picture. Together, discuss what's happening in the picture. Ask students to suggest words they might use to describe the picture (such as *weigh*, *scale*, *hamster*, and *hungry*), and write them on the board.

Teachable Moments

As you model how to read the story, improve fluency by calling attention to the way you pause at the end of each sentence. Explain: "When I see a period, question mark, or exclamation point, I know I've come to the end of a sentence. I stop for a moment, so everyone can hear that a new sentence is about to begin."

- Next, on the lines below, have students write two to three sentences about the picture. When students are finished, invite them to share their descriptions with the class.



Materials

- Word Cards: Week 33 (pages 404–405)
- Sentence Strips: Week 33 (page 142)
- Group Activity 80: Beginnings and Endings (page 232)
- Student Reproducible 127: Fill in the Blanks (page 361)

Whole Group

- Review the week's sight words, using the word cards and sentence strips.
- Display Group Activity 80: Beginnings and Endings. Read aloud each sentence beginning. Then invite a volunteer to choose the ending that makes the most sense, and draw a line connecting the two sentence parts. When all the beginnings and endings have been matched, read each complete sentence aloud as a group.

Beginnings and Endings Answer Key

- I can spell every word!
- Both of these books are good.
- She does not feel well today.
- I got wet because it rained.
- I cannot move those boxes.
- The pie is not done yet.
- Show her how to wash the dog.

Individual Practice

- Give each student a copy of Student Reproducible 127: Fill in the Blanks. First, have students read each sentence, choose the word from the Word Bank that best completes it, and then write it on the blank line.
- When everyone is finished, read the complete sentences aloud as a class. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *show* 2. *hold* 3. *wash* 4. *these* or *those* 5. *done* 6. *Both* 7. *every* 8. *because* 9. *These* or *Those*.

Accommodating Learning Styles

Fun Fonts: If you have access to a computer, have students experiment with different fonts as they type this week's sight words. Review how to change fonts, if necessary, and then let students take turns typing a word three times, each time in a different font. If they like, students can also type the words in different colors.



Materials

- Word Cards: Week 33 (pages 404–405)
- Sentence Strips: Week 33 (page 142)
- Group Activity 81: Unscramble the Words (page 233)
- Student Reproducible 128: Sentence Practice (page 362)
- sidewalk chalk

Whole Group

1. Review the sight words, using word cards and sentence strips.
2. Display Group Activity 81: Unscramble the Words. Invite one volunteer at a time to come up, unscramble the letters, and write the word correctly on the line beneath. Then read all of the words aloud as a group.

Individual Practice

Give each student a copy of Student Reproducible 128: Sentence Practice. Invite students to choose any three words from the Word Bank and then write three sentences on the lines provided, one for each word. When students are finished writing, encourage them to share their sentences with the class.

Accommodating Learning Styles

Sidewalk Spelling: Take students outside to a sidewalk or blacktop area and give each student a piece of sidewalk chalk. Call out each of this week's words and invite students to write them on the sidewalk.



Materials

- Word Cards: Week 33 (pages 404–405)
- Sentence Strips: Week 33 (page 142)
- Transparencies 31–32: Replace a Word (pages 509–10)
- Student Reproducible 129: Fill in the Boxes (page 363)

Whole Group

1. Using the word cards and sentence strips, review this week's sight words.
2. Display Transparencies 31–32: Replace a Word. Review with students that one word in each sentence does not make sense with the rest of the sentence. Students should replace that word with an appropriate word from the Word Bank. Read the first sentence aloud and ask students to tell which word doesn't make sense. (*away*)
3. Cross out the word and write the correct word above it. (*well*) Then invite a volunteer to write the complete corrected sentence on the line beneath, and then read it aloud as a group. Repeat this process until each sentence has been corrected and rewritten. Remind students that the first word in every sentence begins with a capital letter. **Answers:** 1. *away/well* 2. *pretty/hold* 3. *big/wash* 4. *yellow/both* 5. *house/show* 6. *And/These or Those* 7. *make/because* 8. *does/these or those* 9. *cat/done* 10. *Funny/Every*.

Individual Practice

Give each student a copy of Student Reproducible 129: Fill in the Boxes. Have students choose a word from the Word Bank and figure out which set of boxes it fits into, according to the heights and lengths of the letters. Have students write each word in the appropriate set of boxes. Then have them choose one word and write a sentence using that word on the line provided at the bottom of the page.



Materials

- Word Cards: Weeks 1–33 (pages 371–405)
- Reading Assessment: Week 33 (page 445)
- Spelling Assessment: Template 6 (page 452)
- small treats (such as stickers or fun-shaped erasers)
- two buckets or boxes

Weekly Review

Lightning Round: On the floor, place a bucket of stickers or other small treats and have students line up behind it. Then place an empty bucket a few feet away. Hold up a word card for the first student in line. If the student reads the word quickly and correctly, he or she takes a treat from the bucket, walks quickly to place the treat in the second bucket, and then returns, tags the next student, and moves to the back of the line. If the student does not read the word correctly, he or she goes to the second bucket and back *without* moving a treat to the second bucket. Tell students that at the end of the game, they can evenly divide all the treats in the second bucket. The more words they read correctly, the more treats there will be for everyone.

Reading Assessment

Give each student a copy of Reading Assessment: Week 33. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line. **Answers:** 1. *done* 2. *Show* 3. *hold* 4. *because* 5. *every* 6. *Wash* 7. *both* 8. *those* or *these* 9. *well* 10. *Those* or *These*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 6 and label it with the week number. Run off a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write the word on the lines.

Week 34

New Words

bring	grow
carry	light
saw	round
soon	sing
wish	full

Sentence Strips

Will you bring me a clean towel?
I can't carry you so far!
I saw a funny clown at the circus.
We will be going home soon.
I wish I had something cold to drink.
Do you think the seeds will grow?
Will you turn off the light for me?
A penny is round.
We sing songs in music class.
I stop eating when I am full.

WEEK 34

DAY

1

Materials

- Word Cards: Week 34 (pages 406–407)
- Sentence Strips: Week 34 (above)
- Transparency 33: Describe a Picture (page 511)
- Student Reproducible 130: Story Time (page 364)

Whole Group

1. Introduce the new words for the week, using the word cards and sentence strips.
2. Display Transparency 33: Describe a Picture. Begin by talking together about what's happening in the illustration. Ask students to suggest words they might use in their writing, such as *bee*, *pig*, *mice*, *table*, *licking*, *milk*, *cheese*, and so on, and write them on the board. Next, call on volunteers to create descriptive sentences for the picture. You can write the sentences yourself, or students may take turns coming up and writing words or sentences. When your description is complete, read it aloud as a group.

Individual Practice

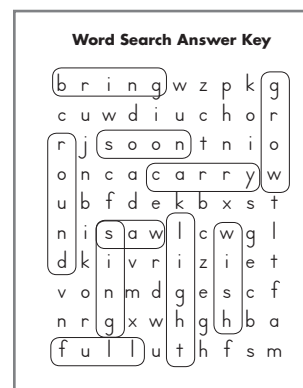
Give each student a copy of Student Reproducible 130: Story Time. First, have students read the story. Then ask them to write a complete sentence to answer each question. When students are finished, review their answers as a class. Answers will vary.

Materials

- Word Cards: Week 34 (pages 406–407)
- Sentence Strips: Week 34 (page 146)
- Transparency 34: Word Search (page 512)
- Student Reproducible 131: Replace a Word (page 365)
- sidewalk chalk
- small rocks or pebbles

Whole Group

1. Review the words for the week, using the word cards and sentence strips.
2. Display Transparency 34: Word Search. Call on volunteers to choose a word from the Word Bank and then find and circle it in the grid of letters. Once students have circled the hidden word, they can cross it out in the Word Bank. Remind students that the word must form a straight line, vertically or horizontally. And in this word search, a letter may be used in two different words. Continue until each word has been found.



Individual Practice

1. Give each student a copy of Student Reproducible 131: Replace a Word. Review with students that in this activity, one word in each sentence does not belong. For the sentence to make sense, students must replace this word with an appropriate word from the Word Bank.
2. Encourage students to cross out the word in each sentence that does not belong and write the correct word above it. When everyone is finished, read the corrected sentences as a group. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *every/sing* 2. *read/saw* 3. *fast/wish* 4. *look/soon* 5. *pick/full* 6. *school/round* 7. *again/grow*.

Accommodating Learning Styles

Hopscotch: Take students outdoors to a sidewalk or blacktop area. Draw one or more hopscotch boards. In place of writing numbers, write a sight word in each box. Then give one student a pebble and have the student toss it onto the board. The student then hops to the square with the pebble, reads the word, picks up the pebble, and hops back. Then it is the next player's turn.



Materials

- Word Cards: Week 34 (pages 406–407)
- Sentence Strips: Week 34 (page 146)
- Transparency 35: Fill in the Blanks (page 513)
- Student Reproducible 132: Sentence Practice (page 366)
- chalk

Whole Group

1. Review this week's sight words, using the word cards and sentence strips.
2. Display Transparency 35: Fill in the Blanks. Together with the class, read the words in the Word Bank. Then read each sentence aloud, asking a volunteer to choose a word from the Word Bank to complete it. Have the student come up and write the word on the blank. Continue until each sentence is complete, and then read all of the sentences as a class. (Not all of the words in the Word Bank will be used.) **Answers:** 1. *full* 2. *carry* 3. *sing* 4. *saw* 5. *wish* 6. *grow* 7. *light*.

Individual Practice

Give each student a copy of Student Reproducible 132: Sentence Practice. Invite students to choose any three words from the Word Bank. Have students write a sentence using each word on the lines provided. When students are finished writing, encourage them to share their sentences with classmates.

Accommodating Learning Styles

Spell, Step, and Sit: Divide the class into two teams and have them line up in front of opposite sides of the board. Give the first student in each line a piece of chalk. Call out a sight word. Students should go to the board, write the word, return to give the next student the chalk, and then step quickly to the back of the line and sit down. The first student to write the word correctly and sit down at the back of the line earns a point for that team. Continue until each student has had at least one turn.



Materials

- Word Cards: Week 34 (pages 406–407)
- Sentence Strips: Week 34 (page 146)
- Group Activity 82: Fill in the Boxes (page 234)
- Student Reproducible 133: Unscramble the Words (page 367)

Whole Group

1. Review the week's sight words, using the word cards and sentence strips.

2. Display Group Activity 82: Fill in the Boxes. Invite one volunteer at a time to choose a word from the Word Bank, figure out which set of boxes it best fits into, according to the heights and lengths of the letters, and then write the letters in the boxes. Continue until each set of boxes has been filled.

Individual Practice

Give each student a copy of Student Reproducible 133: Unscramble the Words. Have students rearrange the letters in each word, writing the correct word on the line beneath. To complete the page, have students choose one word to use in a sentence that they will write on the line at the bottom of the page.



Materials

- Word Cards: Weeks 1–34 (pages 371–407)
- Reading Assessment: Week 34 (page 446)
- Spelling Assessment: Template 6 (page 452)
- lightweight playground ball or beach ball

Weekly Review

On the Ball: Gather students in a circle. As you call out a sight word, toss the ball to a student. As the student catches the ball, he or she must spell the word before throwing the ball to another student and calling out a new word. Continue until each student has had at least one chance to catch and toss the ball.

Reading Assessment

Give each student a copy of Reading Assessment: Week 34. Have students read the words in the Word Bank, choose one to complete each sentence, and write it on the appropriate line. **Answers:** 1. *soon* 2. *sing* 3. *saw* 4. *carry* 5. *light* 6. *wish* 7. *bring* 8. *grow* 9. *full* 10. *round*.

Spelling Assessment

Make a copy of Spelling Assessment: Template 6 and label it with the week number. Make a class set and give each student a copy. Read aloud each of this week's words, use it in a sentence, and have students write the word on the lines.

Week 35

Review Words from Weeks 1–34

WEEK 35

DAY

1

Materials

- Word Cards: Weeks 1–34 (pages 371–407)
- Student Reproducible 134: Word Order (page 368)
- Cumulative Word Lists: Weeks 1–34 (page 409–412)
- Kaboom! Numeral Cards (page 408)

Individual Practice

Give each student a copy of Student Reproducible 134: Word Order. Explain that you will be reading aloud all of the words on the page in mixed-up order. Students should write a 1 next to the first word you read, a 2 next to the second word, and so on. Call out the words in random order, giving students time to find and number them. Then check students' answers and write their scores at the bottom of the page.

Accommodating Learning Styles

Kaboom!: Divide the class into groups of four or five. Give each student a Kaboom! numeral card between 1 and 5. (If using groups of four, use only cards 1 to 4.) Call out a word and have teams gather to make sure each team member knows how to spell the word. After about 30 seconds, call “Kaboom!” and then a number between 1 and 5. The student on each team with that number goes to the board and writes the word. Each student who spells the word correctly earns a point for his or her team. Continue until you’ve reviewed all of this week’s words.

Home-School Connection

Use Cumulative Word Lists: Weeks 1–34 to involve families in their children’s learning. For each student, make one copy of the word lists for weeks 1–8, 10–17, 19–26, and 28–34 to send home with a note to families, explaining that students have been studying the words on the list. Encourage families to practice both reading and writing the words with their children. You might suggest that family members give their child an incentive, such as a sticker, for the words he or she can read and write correctly.

Materials

- Word Cards: Weeks 1–34 (pages 371–407)
- Student Reproducible 135: Fill in the Blanks (page 369)
- small treats (such as stickers or fun-shaped erasers)
- two buckets or boxes

Individual Practice

Give each student a copy of Student Reproducible 135: Fill in the Blanks. Together, go over the words in the Word Bank. Encourage students to read each sentence and choose the word that best completes it, writing the word on the blank line. When everyone is finished, read the sentences as a group.

Answers: 1. school 2. pull 3. fly 4. under 5. show 6. clean 7. never 8. after

Accommodating Learning Styles

Lightning Round: Place a bucket of stickers or other small treats on the floor and have students line up behind it. Then place an empty bucket a few feet away. Hold up a word card for the first student in line. If the student reads the word quickly and correctly, he or she takes a treat from the bucket, walks quickly to place the treat in the second bucket, and then returns, tags the next student, and moves to the back of the line. If the student does not read the word correctly, he or she goes to the second bucket and back *without* moving a treat. Tell students that at the end of the game, they can evenly divide all the treats in the second bucket. The more words they read correctly, the more treats everyone will receive.

Materials

- Word Cards: Weeks 1–34 (pages 371–407)
- Student Reproducible 136: Circle the Word (page 370)
- clean, empty trash can (or basketball hoop, if available)
- masking tape
- foam ball

Individual Practice

Give each student a copy of Student Reproducible 136: Circle the Word. Call out one word in each box, as follows: 1. now 2. start 3. must 4. pick 5. ten 6. these 7. but 8. help 9. many 10. show 11. from 12. pull 13. does 14. round 15. friend 16. fall. Have students circle the word you say. When finished, check students' answers as a group.

Accommodating Learning Styles

Sight Word Basketball: Mark a line on the floor with masking tape and place the trash can or hoop a few feet away. Have students line up behind the mark and give the first student the ball. Hold up a word card and have the student read the word and then shoot a basket. If the student reads the word correctly, he or she can shoot an additional basket. Alternatively, you can divide the class into two teams, using two balls and hoops. For each ball that a student lands in the basket, he or she can earn a point for that team.



Materials

- Word Cards: Weeks 1–34 (pages 371–407)
- Student Reproducible 34: Word Bingo (page 268)
- dried beans or counters
- paper cups

Whole Group

1. Give each student a copy of Student Reproducible 34: Word Bingo. Choose 16 sight words you'd like students to review. Call them out, one at a time, having students write the words in random order on their boards. Make sure that all students' boards differ. Then give each student a cup of dried beans or counters to use as game markers.
2. To play, call out one word at a time, having students cover that word on their board. When a student covers four squares in a row—vertically, horizontally, or diagonally—the student calls, "Bingo!" Then students can clear their boards and play another round.

Accommodating Learning Styles

Word Race: Divide the class into two teams and invite one student from each team to stand. Hold up a random word card. The first student to read the word correctly earns a point for his or her team. Then invite two new students to stand. Play continues until all of the words you wish to target have been read. For a challenging variation, have students both read and spell the word to earn a point. Once a student reads a word, turn the card over so the student can't see the letters as he or she spells the word.



Materials

- Quarterly Sight Word Assessment: Week 35 (pages 468–477)
- Word Cards: Weeks 1–34 (pages 371–407); optional
- highlighter

Quarterly Sight Word Assessment

1. To assess students' grasp of the words they have learned throughout the program, perform individual assessments. For each student, make one copy of Quarterly Sight Word Assessment: Week 35. Meet with students individually. Point to each word in random order and have the student read the word aloud. Keep track by highlighting the words that the student reads correctly. Note that students should have automaticity with these words; if a student stalls on a word or attempts to sound it out, you should count it as a missed word.
2. As an alternative, use the word cards to assess students. Flash the cards one at a time, setting aside any words the student misses. Highlight on the assessment sheet the words the student reads correctly.
3. When each student's assessment has been completed, count up the highlighted words and record the student's score. Provide families with a copy of the completed assessment and encourage family members to practice any missed words at home with their child.

Group Activity I

Match It

I

Run

can

A

Play

we

a

play

run

Can

We

I

Circle the Word

we

can

I

play

run

a

run

we

can

I

play

run

a

can

we

run

I

play

can

a

Group Activity 3

Missing Letters

play

p _ ay
pl _ y
_ lay

can

_ an
c _ n
ca _

we

_ e
w _
_ _

run

r _ n
ru _
_ un

Group Activity 4

Find It, Write It

can

run

play

we

a

I

Match It

Cat

Dog

dog

To

like

cat

to

and

And

Like

Circle the Word

and

to

like

dog

and

cat

dog

cat

like

and

cat

to

like

and

dog

to

like

cat

dog

to

Group Activity 7

Missing Letters

dog

_og

do_

d_g

and

a_d

an_

_nd

cat

ca_

_at

c_t

like

l_ke

_ike

li_e

to

_o

t_

_ _

Group Activity 8

Find It, Write It

like

cat

and

dog

to

Group Activity 9

Match It

Do

not

you

The

Not

do

Want

You

the

want

Circle the Word

do

the

you

not

you

want

the

do

you

want

the

do

do

want

not

the

you

want

not

not

Group Activity II

Missing Letters

not

the

you

_ot

t_e

yo_

no_

th_

_ou

n_t

_he

y_u

do

want

d_

_ant

_o

wa_t

_ _

wan_

Find It, Write It

do

Handwriting practice lines for the word "do".

not

Handwriting practice lines for the word "not".

the

Handwriting practice lines for the word "the".

want

Handwriting practice lines for the word "want".

you

Handwriting practice lines for the word "you".

Group Activity 13

Circle the Word

all

is

little

here

big

all

is

here

little

big

is

here

little

big

is

all

here

big

little

all

Find It, Write It

big

Handwriting practice lines for the word "big".

all

Handwriting practice lines for the word "all".

here

Handwriting practice lines for the word "here".

is

Handwriting practice lines for the word "is".

little

Handwriting practice lines for the word "little".

Group Activity 15

Fill in the Blanks**Word Bank**

here

big

little

all

is

1. A _____ dog can run.
2. _____ dogs like to run and play.
3. I like _____ cats and big dogs.
4. Do you want to play _____?
5. Here _____ a little dog.

Fill in the Boxes

Word Bank

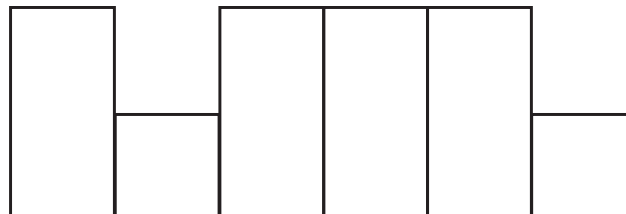
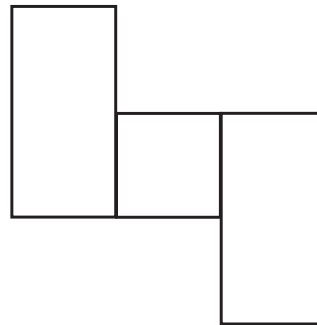
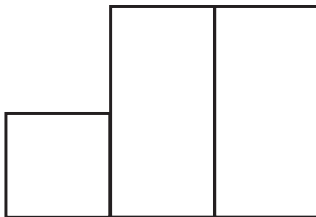
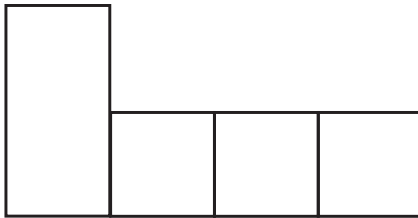
here

big

little

all

is



Group Activity 17

Circle the Word

funny

he

are

he

with

she

with

funny

with

funny

she

he

are

she

with

he

are

funny

she

with

Find It, Write It

funny

Handwriting practice lines for the word "funny".

are

Handwriting practice lines for the word "are".

he

Handwriting practice lines for the word "he".

she

Handwriting practice lines for the word "she".

with

Handwriting practice lines for the word "with".

Group Activity 19

Fill in the Blanks**Word Bank**

funny

she

he

are

with

1. She is not _____.
2. _____ likes to play.
3. He likes to play _____
cats and dogs.
4. _____ likes to run with
big cats.
5. _____ we going to play?

Shared Writing

Word Bank

funny

she

he

are

with

1.

2.

3.

4.

5.

Circle the Word

pretty

make

will

make

pretty

am

pretty

make

will

me

pretty

am

will

me

make

make

me

pretty

am

will

Find It, Write It

pretty

Handwriting practice lines for the word "pretty".

will

Handwriting practice lines for the word "will".

make

Handwriting practice lines for the word "make".

me

Handwriting practice lines for the word "me".

am

Handwriting practice lines for the word "am".

Group Activity 23

Choose the Correct Word

1. The little cat is _____.
☐ am ☐ will ☐ pretty
2. I _____ not run with you.
☐ will ☐ me ☐ make
3. Do you want to play with _____?
☐ make ☐ me ☐ pretty
4. I _____ here to play.
☐ am ☐ will ☐ me
5. He can _____ a pretty cake.
☐ will ☐ me ☐ make

Shared Writing

Word Bank

pretty

me

am

will

make

1.

2.

3.

4.

5.

Circle the Word

what

see

jump

see

call

my

us

what

see

my

call

what

jump

us

call

what

see

jump

my

us

Unscramble the Words

Word Bank

jump

us

what

call

my

see

wtah

pjum

ese

ym

su

alcl

Group Activity 27

Fill in the Blanks**Word Bank**

what

my

us

jump

call

see

1. _____ dog likes to run and play.
2. Can you _____ like a cat?
3. Do you want to _____
my dog?
4. _____ can I do with the dog?
5. Do you want to play with _____?
6. I like to _____ the cat.

Circle the Word

come

house

let

no

said

let

come

house

in

said

no

house

in

let

said

come

no

in

no

house

Group Activity 29

Unscramble the Words

Word Bank

house

let

come

in

no

said

eomc

seuho

dias

elt

ni

on

Shared Writing

Word Bank

house

let

come

in

no

said

1.

2.

3.

4.

5.

6.

Group Activity 31

Circle the Word

help

Sunday

ride

there

ride

work

Sunday

work

find

help

there

help

find

ride

Sunday

there

find

work

find

help

Unscramble the Words

Word Bank

find

ride

there

work

Sunday

help

lehp

erdi

dnfi

kwro

hrete

ySndau

Group Activity 33

Fill in the Blanks**Word Bank**

find	ride	there
work	Sunday	help

1. I can _____ a big bike.
2. Can you _____ the dog and cat?
3. _____ is my funny little cat.
4. Will you _____ me with my work?
5. She is not going to _____ today.
6. On _____, we will go to the park.

Shared Writing

Word Bank

find

ride

there

work

Sunday

help

1.

2.

3.

4.

5.

6.

Group Activity 35

Circle the Word

keep

on

can't

ran

this

keep

away

ran

Monday

if

on

keep

this

ran

can't

if

Monday

away

on

can't

Unscramble the Sentences

1. keep the Can dog? I

2. cat My away. ran

3. can't run you. like I

4. is not book. This my

5. Monday. ride bike on my I will

6. it rains What today? if

Group Activity 37

Shared Writing

Word Bank

ran

Monday

this

can't

on

away

keep

if

1.

2.

3.

4.

5.

6.

7.

8.

Circle the Word

good

or

Tuesday

too

did

read

good

or

have

did

Tuesday

any

too

good

have

or

too

read

did

have

Unscramble the Sentences

1. you Do book? have a good

2. big cat. have I a

3. read. like We to

4. do I not any have money.

5. big? Is little she or

6. He work. do not did his

Find It, Write It

look

when

say

go

your

hot

Wednesday

that

Group Activity 41

Find It, Write It

where

put

at

get

it

be

Thursday

friend

Shared Writing

Word Bank

it

friend

at

get

put

be

where

Thursday

1.

2.

3.

4.

5.

6.

7.

8.

Group Activity 43

Find It, Write It

blue

yellow

red

brown

black

green

white

pink

purple

orange

Match It

blue

☐

yellow

☐

green

☐

orange

☐

brown

☐

red

☐

black

☐

pink

☐

white

☐

purple

☐

Group Activity 45

Unscramble the Words

Word Bank

yellow	brown	red	green	white
purple	black	orange	pink	blue

knpi

ruplep

lbeu

twhei

neerg

bckla

nrobw

edr

llewoy

gonare

Circle the Word

who

Friday

cold

now

an

yes

today

about

who

an

Friday

cold

today

an

who

yes

cold

Friday

about

now

Group Activity 47

Find It, Write It

up

sleep

as

they

give

use

Saturday

how

Shared Writing

Word Bank

up

give

how

Saturday

sleep

they

use

as

1.

2.

3.

4.

5.

6.

7.

8.

Group Activity 49

Circle the Word

please

upon

fast

down

her

him

for

why

please

upon

for

why

him

her

her

down

fast

please

why

for

ABC Order**Word Bank**

fast

not

are

why

please

down

her

upon

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

2.

3.

4.

5.

6.

7.

8.

Group Activity 51

Find It, Write It

could

drink

walk

has

far

take

of

laugh

ABC Order**Word Bank**

could

laugh

of

drink

walk

take

has

far

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

2.

3.

4.

5.

6.

7.

8.

Group Activity 53

Fill in the Blanks**Word Bank**

could
walk

laugh
take

of
has

drink
far

1. My friend makes me _____.
2. She _____ a cold.
3. Did you _____ a cold drink?
4. I am going to _____ up the hill.
5. He _____ not walk so far.
6. His friend ate all ____ the cookies.

Fill in the Boxes

Word Bank

had

them

some

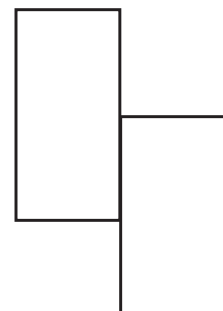
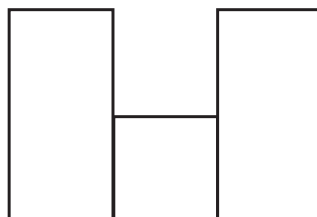
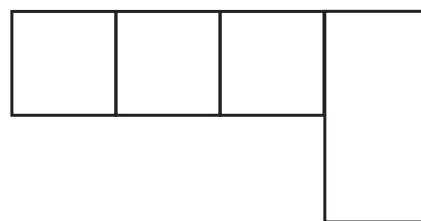
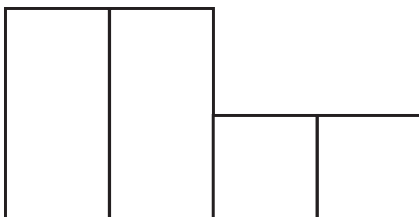
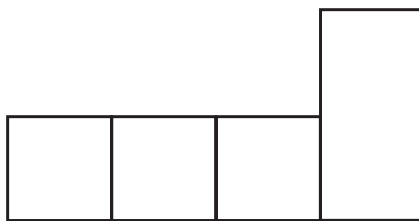
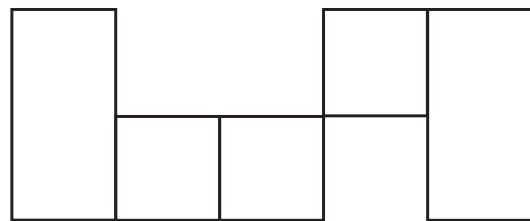
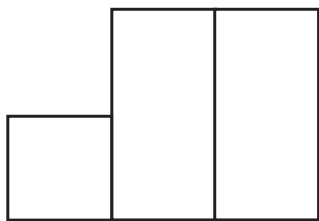
went

don't

very

by

old



Group Activity 55

Unscramble the Words

Word Bank

had

them

some

went

don't

very

by

old

yb

eryv

hmte

emso

t'dno

adh

tenw

ldo

ABC Order**Word Bank**

had

them

some

went

don't

very

by

old

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

2.

3.

4.

5.

6.

7.

8.

Group Activity 57

Shared Writing**Word Bank**

three	seven	six	nine	five
four	one	eight	two	ten

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Circle the Word

was

once

tell

gave

think

our

around

was

think

eat

tell

around

once

gave

gave

our

was

tell

think

eat

Group Activity 59

Unscramble the Sentences

1. you to look around? Do want

2. friend house. My was at our

3. tell Please me story. a

4. eat? What you want do to

5. I fast. think I can very run

6. friend gave I once my book. a

Find It, Write It

came

found

out

his

ask

draw

fall

ate

Group Activity 61

Spelling Check

1.	came	cam	cume	caem
2.	fuond	found	fond	founde
3.	hes	hiz	his	hise
4.	usk	esk	aske	ask
5.	darw	draw	braw	draue
6.	eta	eet	ate	aet
7.	fall	fal	fawl	fale
8.	owt	out	oat	owte

Correct the Sentences

1. Wearegoingtothemall.

2. I got a new shirt?

3. I write with my left hand

4. He made me Laugh.

5. Would you stop at the corner.

6. Put the toy into the toy box?

Beginnings and Endings

1. Are you going the house!
2. He shot the ball for my doll.
3. Stop running in to the store?
4. She got a bike your name here?
5. Would you write new green shirt.
6. My dad has a into the hoop.
7. I made a skirt for her birthday.

Beginnings and Endings

1. Can we do our _____ best friend.

2. The cat jumped _____ very long hair.

3. He is my _____ off the light?

4. My sister has _____ work together?

5. Did you turn _____ over three books.

6. Her puppy is _____ to sit here.

7. They were going _____ small like yours.

Group Activity 65

Spelling Check

1.	togather	together	togethar	
2.	over	overe	aver	ovar
3.	dest	bast	bist	best
4.	lung	lang	long	longe
5.	of	off	ofe	aff
6.	small	swall	smal	smull
7.	sat	sitt	sit	site
8.	wer	wir	were	wure

Replace a Word

Word Bank

over

small

sit

together

long

best

off

were

1. I want a have white dog.

2. Please get with of my bed!

3. Who is your tell friend?

4. Can I around with you?

5. My dog jumped six that stick.

6. That was a some story.

7. Were you going there think?

Group Activity 67

What's Your Story?

Word Bank

thank

but

never

know

much

school

fly

own

ABC Order**Word Bank**

thank

never

much

school

but

know

fly

own

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

2.

3.

4.

5.

6.

7.

8.

Group Activity 69

Correct the Sentences

1. please thank him for his help

2. she may be small, but she is strong.

3. You should never run in school.

4. Do you know how to read.

5. how much do you want your own dog?

6. Can all birds FLY.

7. what school do you go to

Unscramble the Words

Word Bank

which

buy

open

just

always

must

try

under

hiwch

slawya

byu

smtu

nepo

yrt

tsju

rdnue

Group Activity 71

Spelling Check

1.	wich	which	whish
2.	try	tri	triy
3.	undar	uder	under
4.	jest	just	jast
5.	allways	alwaes	always
6.	must	musst	mutts
7.	opin	open	oppen
8.	buye	buey	buy

Fill in the Boxes

Word Bank

before

then

from

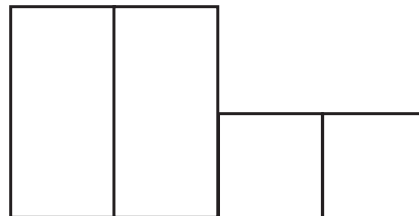
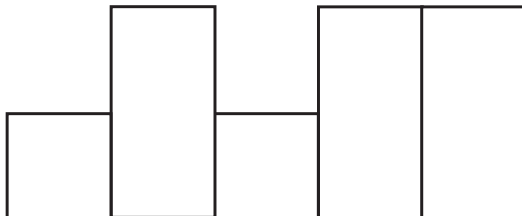
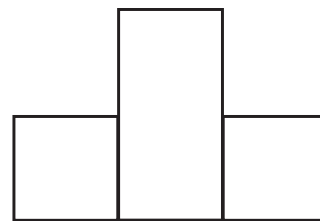
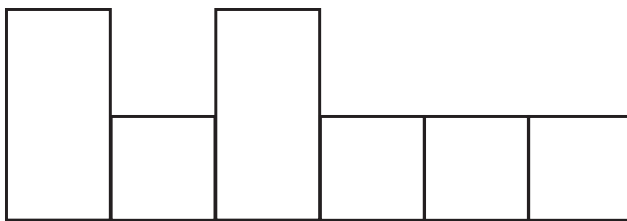
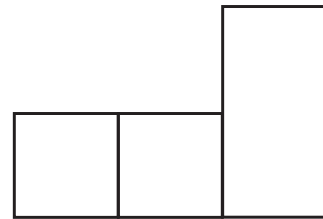
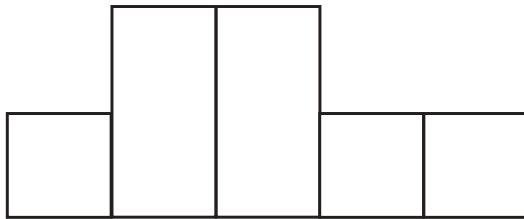
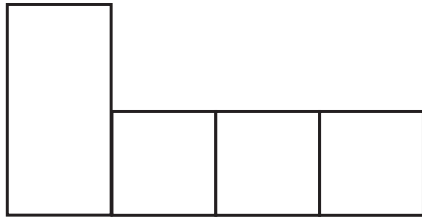
many

its

cut

after

shall



Group Activity 73

ABC Order**Word Bank**

before

then

from

many

its

cut

after

shall

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

2.

3.

4.

5.

6.

7.

8.

Shared Writing

Word Bank

again

live

does

first

better

pull

myself

warm

may

goes

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Group Activity 75

Spelling Check

1.	mysef	myself	miself
2.	agian	agin	again
3.	live	liv	liev
4.	worm	warn	warm
5.	pull	pul	poll
6.	mey	may	maye
7.	dos	does	dose
8.	first	firts	fierst
9.	geos	gose	goes
10.	beter	bettor	better

Beginnings and Endings

1. My friend does _____ cake all by myself.
2. My dog goes _____ to keep warm.
3. You need to pull up _____ not live far away.
4. I can bake a _____ better than fall.
5. You can't always _____ to the vet.
6. Put on your hat _____ your socks again!
7. I like summer _____ be first in line.

Group Activity 77

Circle the Word

hurt

pick

their

kind

right

been

only

pick

start

so

clean

right

clean

been

pick

start

only

hurt

right

been

so

Unscramble the Sentences

1. now. Start homework your right

2. kind to so She was me.

3. don't hurt feelings. Please their

4. ball? the red you did pick Why

5. has one She only more cookie.

6. happy I very day. have been all

Group Activity 79

Correct the Sentences

1. I only like that kind of juice?

2. She Hurt her arm on the swing.

3. Their house is there. right over

4. Didyoustarttocleanyourdesk?

5. how did you Get here so fast

6. will you help me pick up this box

Beginnings and Endings

1. I can spell those boxes.

2. Both of these is not done yet.

3. She does not wash the dog.

4. I got wet books are good.

5. I cannot move feel well today.

6. The pie because it rained.

7. Show her how to every word!

Group Activity 81

Unscramble the Words

Word Bank

every	hold	both	well	wash
these	done	show	those	because

tohb

yeevr

dlho

neod

tehse

ohws

elwl

toshe

whsa

eacbuse

Fill in the Boxes

Word Bank

saw bring full carry wish
sing light round grow soon

--	--	--	--

--	--	--

Name _____

Date _____

WEEK 1

DAY

2

Student Reproducible 1

Writing Practice

Write each word five times.

can

I

play

we

a

run

Name _____

Date _____

Student Reproducible 2

Write and Draw

Copy the sentence below.

In the box, draw a picture to match the sentence.

I can run.

Name _____

Date _____

WEEK 1

DAY

4

Student Reproducible 3

Write and Draw

Copy the sentence below.

In the box, draw a picture to match the sentence.

We can play.

Name _____

Date _____

Student Reproducible 4

Time to Draw

Draw a picture to match each word.

cat

dog

Name _____

Date _____

WEEK 2

DAY

2

Student Reproducible 5

Writing Practice

Write each word five times.

cat

Handwriting practice lines for the word "cat". The word is shown in a box at the top, and below it are five sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

and

Handwriting practice lines for the word "and". The word is shown in a box at the top, and below it are five sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

like

Handwriting practice lines for the word "like". The word is shown in a box at the top, and below it are five sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

dog

Handwriting practice lines for the word "dog". The word is shown in a box at the top, and below it are five sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

to

Handwriting practice lines for the word "to". The word is shown in a box at the top, and below it are five sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

Name _____

Date _____

Student Reproducible 6

Write and Draw

Copy the sentence below.

In the box, draw a picture to match the sentence.

I like cats.

Name _____

Date _____

WEEK 2

DAY

4

Student Reproducible 7

Write and Draw

Copy the sentence below.

In the box, draw a picture to match the sentence.

A dog can run.



Name _____

Date _____

Student Reproducible 8

Writing Practice

Write each word five times.

you

do

want

the

not

Name _____

Date _____

WEEK 3

DAY

3

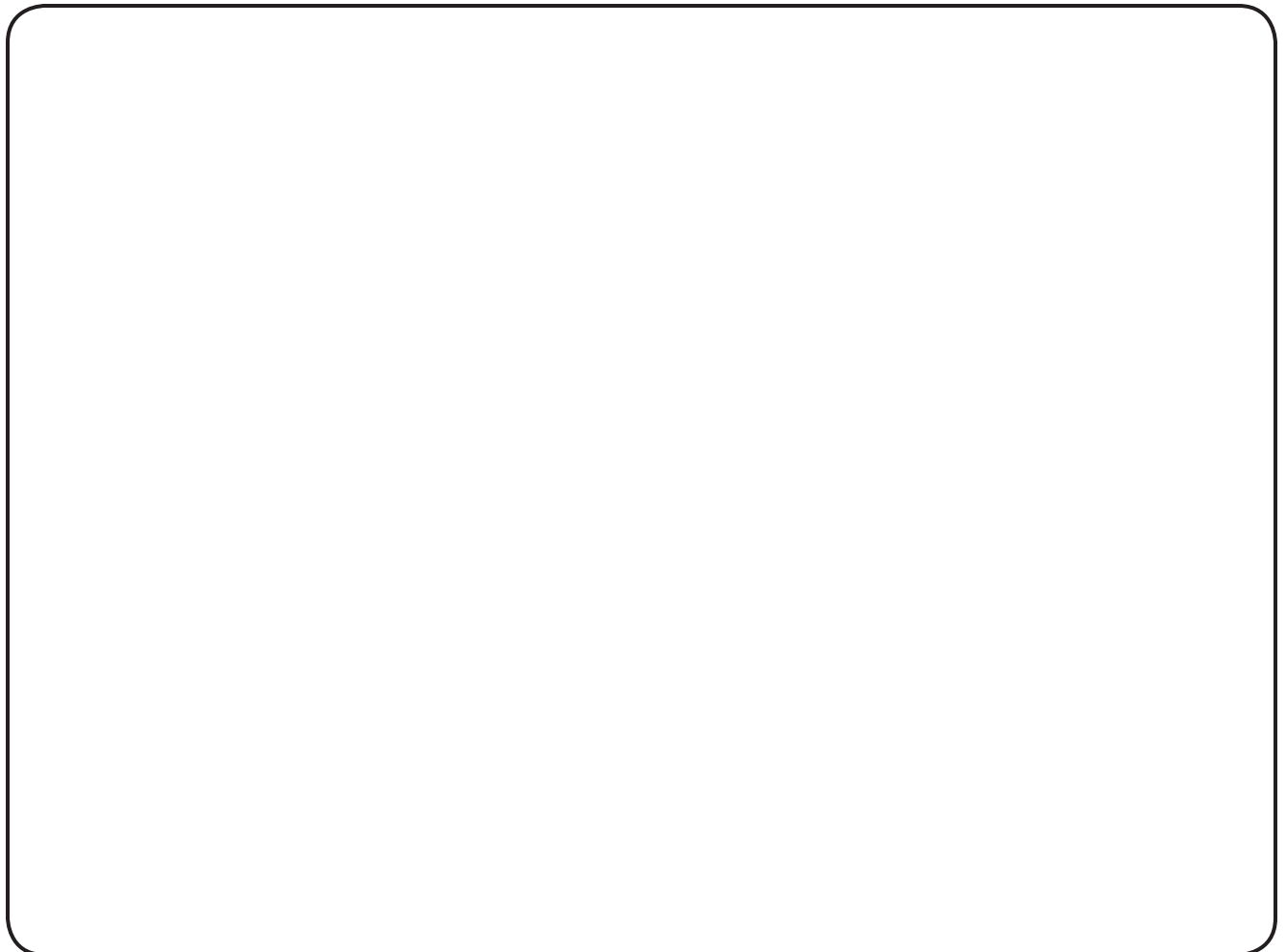
Student Reproducible 9

Write and Draw

Copy the sentence below.

In the box, draw a picture to match the sentence.

I do not want to play.



Name _____

Date _____

Student Reproducible 10

Write and Draw

Copy the sentence below.

In the box, draw a picture to match the sentence.

Do you want to run?

Name _____

Date _____

WEEK 4

DAY

2

Student Reproducible II

Writing Practice

Write each word five times.

all

is

little

here

big

Name _____

Date _____

Student Reproducible 12

Complete the Sentence

Fill in the blank with a word that makes sense.
In the box, draw a picture to match your sentence.

The _____ is little.

Name _____

Date _____

WEEK 4

DAY

4

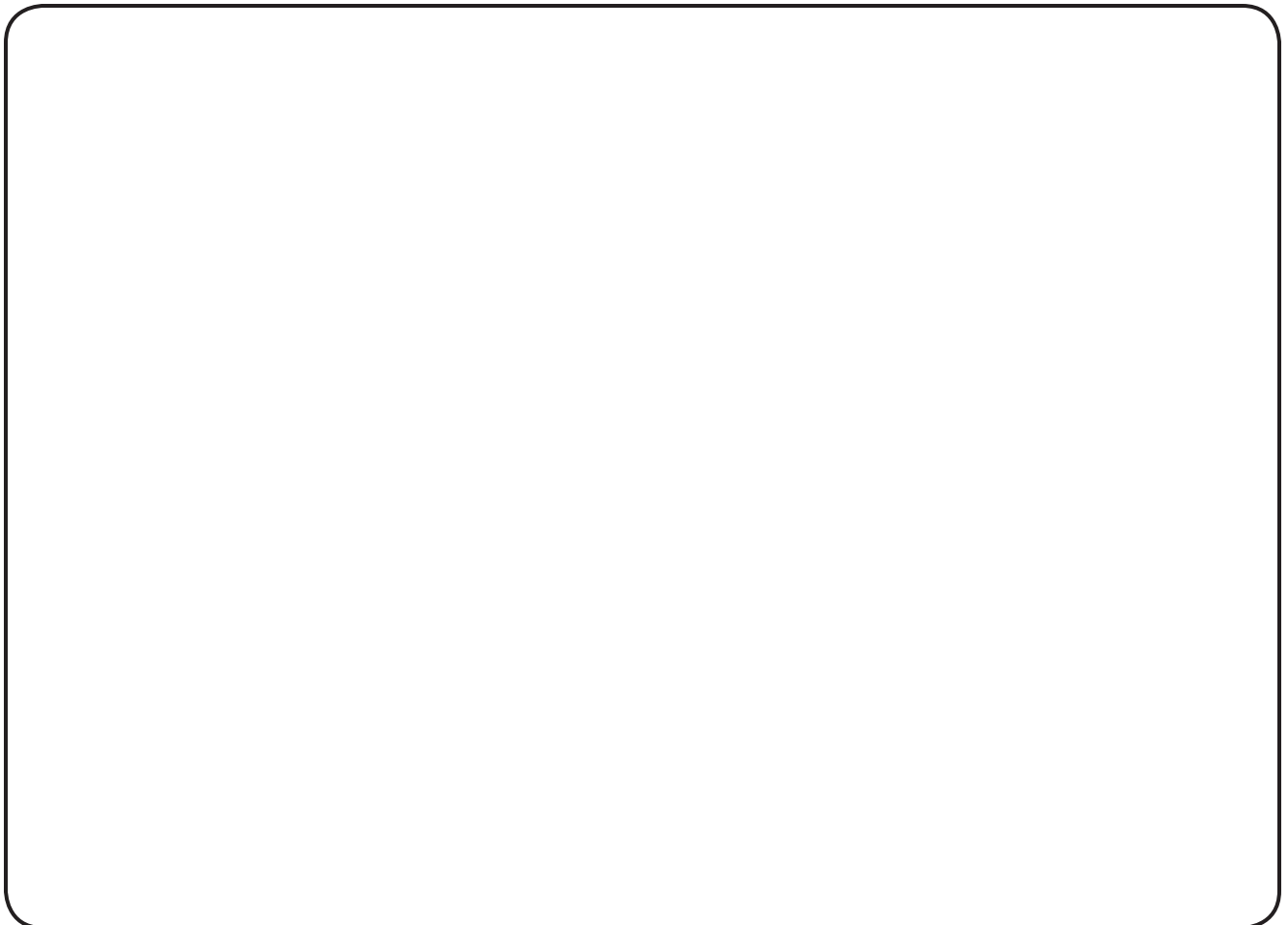
Student Reproducible 13

Write and Draw

Copy the sentence below.

In the box, draw a picture to match the sentence.

Here is a big dog.



Name _____

Date _____

Student Reproducible 14

Writing Practice

Write each word five times.

are

he

funny

with

she

Name _____

Date _____

WEEK 5

DAY

3

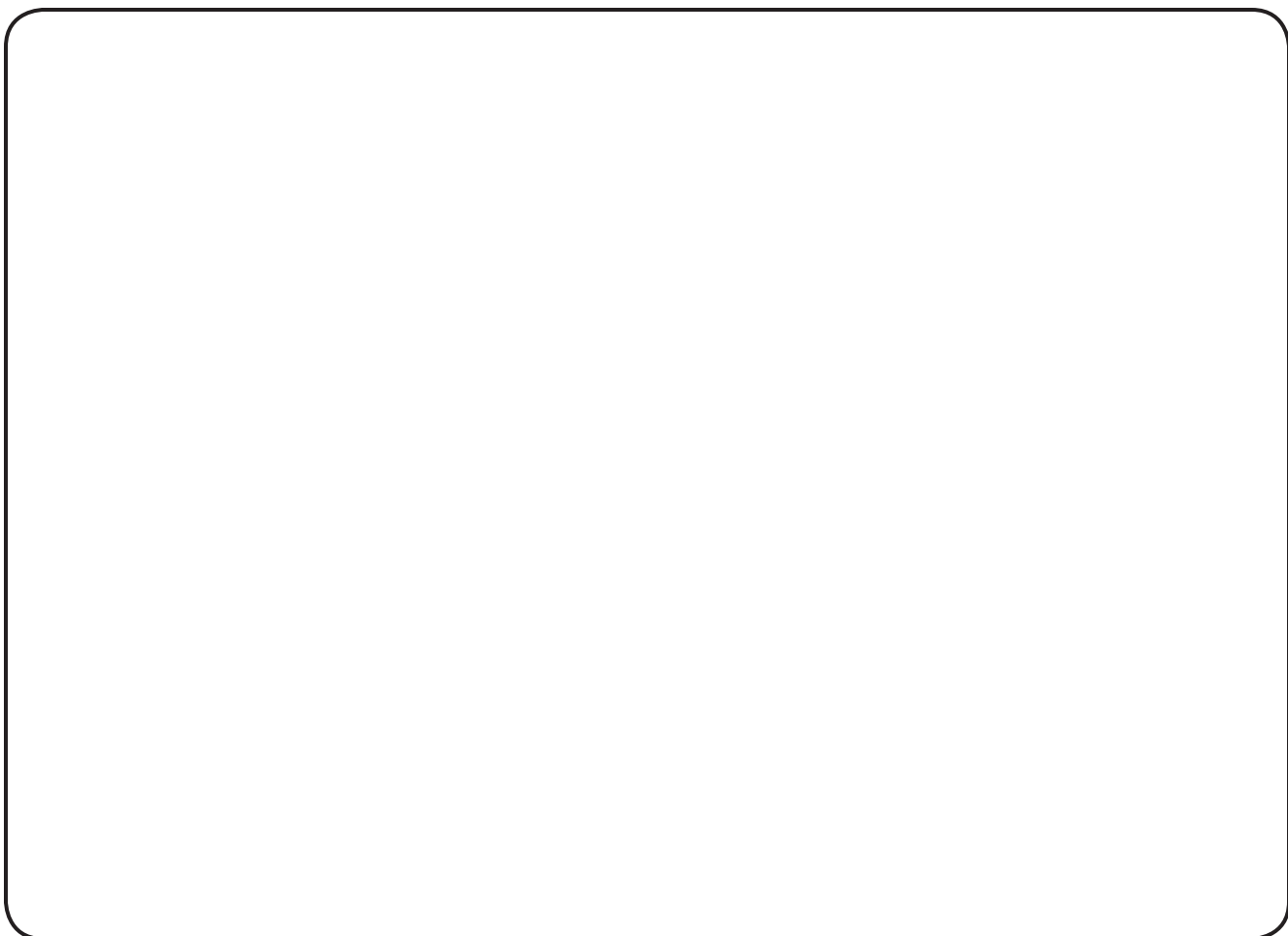
Student Reproducible 15

Write and Draw

Copy the sentence below.

In the box, draw a picture to match the sentence.

She can run with the cat.



Name _____

Date _____

Student Reproducible 16

Circle the Word

Circle the word in each row that your teacher calls out.

1. the he you

2. and a with

3. he are she

4. are like can

5. funny not play

Name _____

Date _____

WEEK 6

DAY

1

Student Reproducible 17

Writing Practice

Write each word five times.

me

Handwriting practice lines for the word "me". The word is shown on a set of three lines (top, middle dashed, bottom). Below it are five sets of these three-line guides for tracing and writing practice.

am

Handwriting practice lines for the word "am". The word is shown on a set of three lines (top, middle dashed, bottom). Below it are five sets of these three-line guides for tracing and writing practice.

pretty

Handwriting practice lines for the word "pretty". The word is shown on a set of three lines (top, middle dashed, bottom). Below it are five sets of these three-line guides for tracing and writing practice.

make

Handwriting practice lines for the word "make". The word is shown on a set of three lines (top, middle dashed, bottom). Below it are five sets of these three-line guides for tracing and writing practice.

will

Handwriting practice lines for the word "will". The word is shown on a set of three lines (top, middle dashed, bottom). Below it are five sets of these three-line guides for tracing and writing practice.

Name _____

Date _____

Student Reproducible 18

Fill in the Boxes

Fill in each set of boxes with a word from the Word Bank. Write one letter in each box.
Make sure the letters fit in the boxes.

Word Bank

will

me

make

am

pretty

--	--

--	--

Write a sentence using one of the words.

Name _____

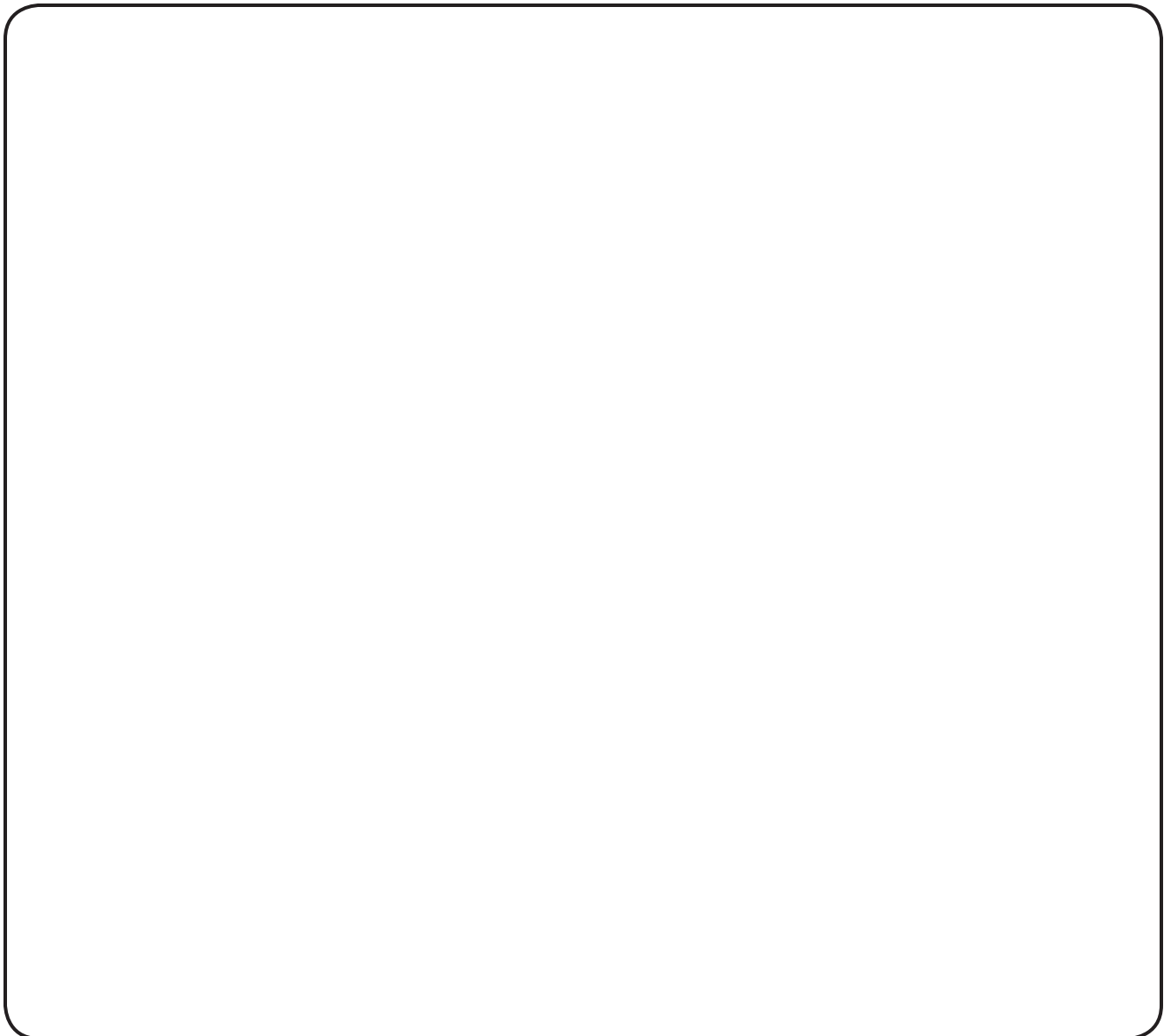
Date _____

Student Reproducible 19

Write and Draw

Write a sentence using the word *little*.

In the box, draw a picture to match your sentence.



Name _____

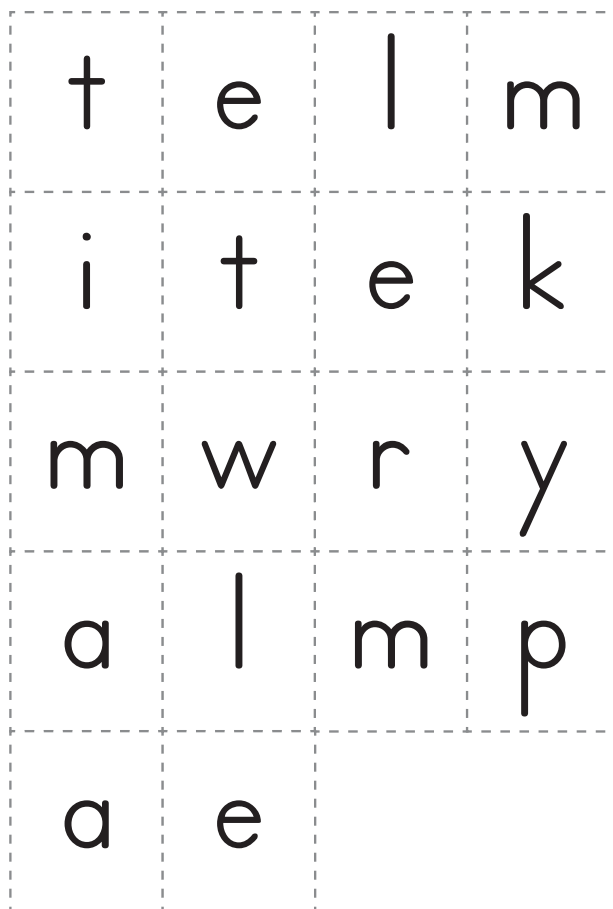
Date _____

Student Reproducible 20

Letter Tiles

Cut out the letter tiles.

Use them to build the words on the next page.



Name _____

Date _____

WEEK 6

DAY

4

Student Reproducible 21

Build a Word

Use the letter tiles to build the words below.

make	
will	
am	
pretty	
me	

Name _____

Date _____

Student Reproducible 22

Writing Practice

Write each word five times.

my

us

jump

call

what

see

Name _____

Date _____

WEEK 7

DAY

2

Student Reproducible 23

Fill in the Boxes

Fill in each set of boxes with a word from the Word Bank. Write one letter in each box.

Make sure the letters fit in the boxes.

Word Bank

what

us

call

my

jump

see

Write a sentence using one of the words.

Name _____

Date _____

Student Reproducible 24

Fill in the Blanks

Choose a word from the Word Bank to complete each sentence. Write the word in the blank.

Word Bank

us call what my jump see

1. _____ do you want to do?
2. Will you play with _____?
3. I like to run and play with _____ dog.
4. The cat likes to _____ and play.
5. I will _____ you.
6. Do you _____ that big dog?

Name _____

Date _____

WEEK 7

DAY

4

Student Reproducible 25

Letter Tiles

Cut out the letter tiles.

Use them to build the words on the next page.

w	c	p	t
s	j	a	m
m	u	h	l
a	l	y	u
e	s	e	

Name _____

Date _____

Student Reproducible 26

Build a Word

Use the letter tiles to build the words below.

see

call

my

what

jump

us

Name _____

Date _____

WEEK 8

DAY

1

Student Reproducible 27

Writing Practice

Write each word five times.

come

in

house

said

no

let

Name _____

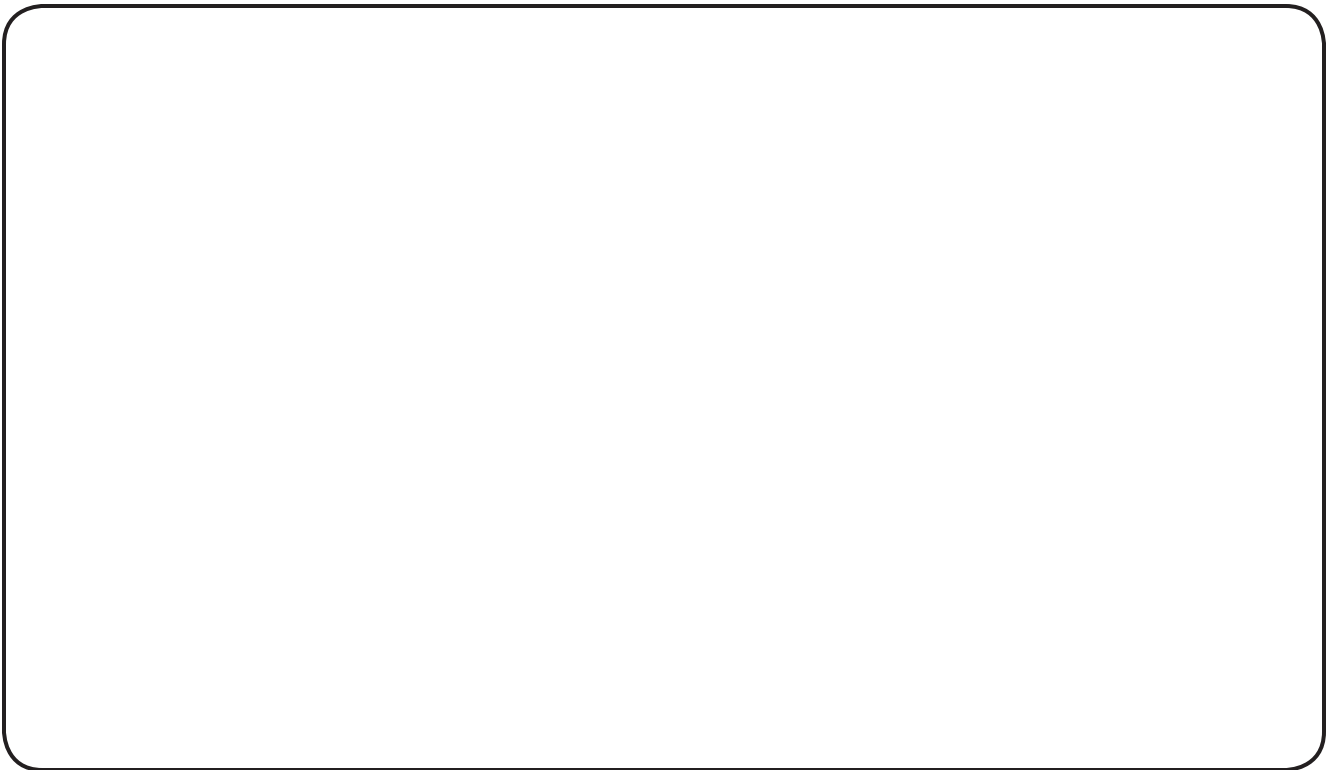
Date _____

Student Reproducible 28

Answer and Draw

Read the sentence below. Then answer the question.
In the box, draw a picture to match your answer.

I like to play with my cat and my dog.
What do you like to play with?



Name _____

Date _____

WEEK 8

DAY

3

Student Reproducible 29

Letter Tiles

Cut out the letter tiles.

Use them to build the words on the next page.

h	o	s	n
n	s	c	t
a	e	i	o
u	m	d	e
i	l	e	o

Name _____

Date _____

Student Reproducible 30

Build a Word

Use the letter tiles to build the words below.

come

in

said

house

no

let

Name _____

Date _____

WEEK 8

DAY

4

Student Reproducible 31

Fill in the Blanks

Choose a word from the Word Bank to complete each sentence. Write the word in the blank.

Word Bank

house in let no said come

1. Do not _____ the cat in the house!
2. He _____, "The dog is funny."
3. I like to play at your _____.
4. I am _____ here.
5. _____, I do not want to play.
6. Do you want to _____ with us?

Name _____

Date _____

Student Reproducible 32

Yes or No?

Read each sentence. If the sentence makes sense, write **yes** on the line. If it does not make sense, write **no** on the line.

_____ 1. We all like to play.

_____ 2. Do not jump with the funny.

_____ 3. I want a pretty little cat.

_____ 4. My house is with little.

_____ 5. The dog and cat can jump.

_____ 6. Do you want to come to
my house?

Student Reproducible 33

Fill in the Blanks

Choose a word from the Word Bank to complete each sentence. Write the word in the blank.

Word Bank

all house am pretty not us you

1. I _____ not big.
2. Can I come to your _____?
3. I will call _____.
4. He wants to play with _____.
5. Do _____ run in the house!
6. We _____ like to jump.
7. She wants a _____ cat.

Name _____

Date _____

Student Reproducible 34

Word Bingo

Your teacher will tell you how to play this game.

Name _____

Date _____

WEEK 9

DAY

4

Student Reproducible 35

Circle the Word

Circle the word in each row that your teacher reads.

1.	can	call	cat
2.	with	want	will
3.	no	run	not
4.	me	am	we
5.	little	funny	jump
6.	us	is	in
7.	pretty	make	play
8.	she	he	the
9.	all	like	are

Name _____

Date _____

Student Reproducible 36

Writing Practice

Write each word five times.

work

ride

help

there

find

Sunday

Name _____

Date _____

Student Reproducible 37

Answer and Draw

Read the sentence below. Then answer the question.
In the box, draw a picture to match your answer.

I like to do my work.
What do you like to do?



Name _____

Date _____

Student Reproducible 38

Fill in the Boxes

Fill in each set of boxes with a word from the Word Bank. Write one letter in each box.

Make sure the letters fit in the boxes.

Word Bank		
help	work	there
ride	find	Sunday

--	--	--	--

--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--	--

--	--	--	--

Write a sentence using one of the words.

Name _____

Date _____

WEEK 10

DAY

4

Student Reproducible 39

Build a Word

Cut out newspaper letters to build the words below.

help	
there	
work	
find	
ride	
Sunday	

Name _____

Date _____

Student Reproducible 40

Writing Practice

Write each word three times.

keep

away

ran

if

can't

this

on

Monday

Student Reproducible 41

Story Time

Read the story below.

A Funny Dog

This is Jake. He is a funny dog.
He likes cats. Jake likes
to run and play with cats.
Cats do not like to run
and play with Jake.
Poor Jake!



Read the sentences below. Answer **yes** or **no**.
Then color the picture of Jake.

1. Jake is a cat. _____
2. Jake is funny. _____
3. Cats like Jake. _____

Name _____

Date _____

Student Reproducible 42

Unscramble the Words

Put the letters in the correct order.

Word Bank

keep

ran

can't

on

away

if

this

Monday

hsti

nra

fi

tn'ca

no

ywaa

odyMan

ekep

Write a sentence using one of the words.

Name _____

Date _____

Student Reproducible 43

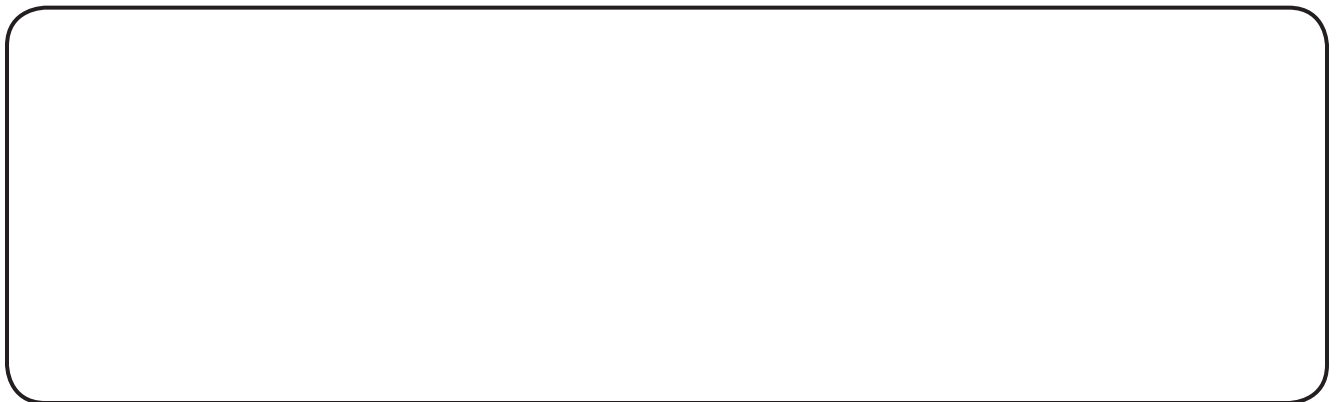
Write and Draw

Write a sentence using each word below.
In the boxes, draw a picture to match each sentence.

keep



away



Name _____

Date _____

Student Reproducible 44

Writing Practice

Write each word three times.

read

good

any

or

have

did

too

Tuesday

Name _____

Date _____

WEEK 12

DAY

2

Student Reproducible 45

Answer and Draw

Read the sentence below. Then answer the question.
In the box, draw a picture to match your answer.

I like to help my teacher. What do
you like to help your teacher do?



Name _____

Date _____

Student Reproducible 46

Unscramble the Words

Put the letters in the correct order.

Word Bank

did	any	have	too
good	or	read	Tuesday

edra

idd

oto

ogdo

ro

nya

yTsudea

veah

Write a sentence using one of the words.

Name _____

Date _____

WEEK 12

DAY

4

Student Reproducible 47

Choose the Correct Word

Choose the best word to complete each sentence.

1. I _____ a pretty little cat.

☐ can't

☐ have

☐ this

2. I like to _____ books.

☐ help

☐ away

☐ read

3. We do not want _____ cake.

☐ any

☐ find

☐ if

4. _____ the dog come with you?

☐ There

☐ Keep

☐ Did

5. Do you like cats _____ dogs?

☐ too

☐ or

☐ work

Name _____

Date _____

Student Reproducible 48

Writing Practice

Write each word three times.

look

when

say

go

your

that

hot

Wednesday

Name _____

Date _____

WEEK 13

DAY

2

Student Reproducible 49

Fill in the Boxes

Fill in each set of boxes with a word from the Word Bank. Write one letter in each box. Make sure the letters fit in the boxes.

Word Bank			
your	when	that	look
say	go	hot	Wednesday

Write a sentence using one of the words.

Name _____

Date _____

Student Reproducible 50

Write and Draw

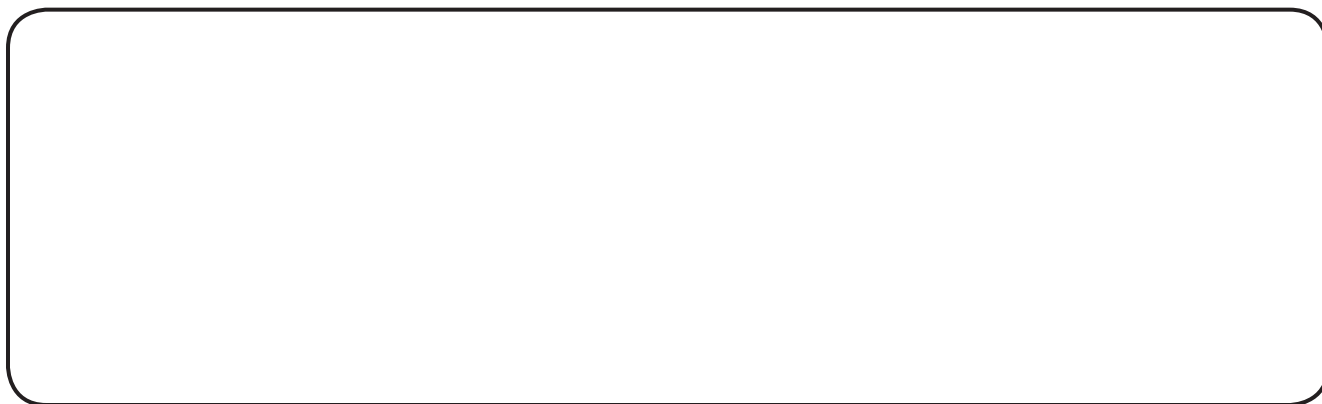
Write a sentence using each word below.

In the boxes, draw a picture to match each sentence.

that



when



Student Reproducible 51

Story Time

Read the story below. Then answer the questions.

My Dog

I have a dog. My dog is brown. His name is Bud. Bud is not a big dog. He is a little dog. Bud likes me to play with him. I am going to the park tomorrow. Bud will want to go, too. He likes to swim and play in the lake there. I will have an apple for a snack and Bud will have a bone. We are going to have a lot of fun. Do you want to go to the park with us?

1. Bud is _____.
☐ black ☐ red ☐ brown
2. Bud is a _____.
☐ girl dog ☐ boy dog
3. Bud will go to the _____ tomorrow.
☐ house ☐ park ☐ school
4. Bud will have _____ for a snack.
☐ an apple ☐ a bone ☐ water

Name _____

Date _____

Student Reproducible 52

Writing Practice

Write each word three times.

where

friend

put

at

get

it

be

Thursday

Name _____

Date _____

WEEK 14

DAY

2

Student Reproducible 53

Unscramble the Sentences

Put the words in the correct order. In the boxes, draw a picture to match each sentence.

to want keep dog. I this



be will I friend. your



Name _____

Date _____

Student Reproducible 54

Write and Draw

Write a sentence using each word below.

In the boxes, draw a picture to match each sentence.

friend



where



Student Reproducible 55

Choose the Correct Word

Choose the best word to complete each sentence.

1. _____ your book away.

☐ Let

☐ Come

☐ Put

2. Look _____ that funny cat.

☐ it

☐ at

☐ did

3. I can't find my _____.

☐ friend

☐ with

☐ make

4. _____ is your cat?

☐ When

☐ What

☐ Where

5. _____ is a pretty day.

☐ Good

☐ In

☐ It

Name _____

Date _____

Student Reproducible 56

Writing Practice

Write each word three times

red

pink

blue

black

yellow

orange

brown

white

green

purple

Name _____

Date _____

WEEK 15

DAY

2

Student Reproducible 57

Color Words

Color each box to match the color word beside it.

blue

☐

yellow

☐

red

☐

brown

☐

pink

☐

orange

☐

black

☐

purple

☐

white

☐

green

☐

Name _____

Date _____

Student Reproducible 58

Story Time

Read the story below. Then answer the questions.

Pretty Leaves

Mac is playing outside. He sees a lot of pretty leaves. The leaves are falling off the trees. Mac sees red leaves, yellow leaves, orange leaves, and brown leaves. There are leaves all over the ground. Mac runs into the house to get a rake. He rakes the leaves into a big pile. Now Mac is ready to have fun!

1. What did Mac see outside?
☐ dogs ☐ cats ☐ pretty leaves
2. Did Mac see any blue leaves?
☐ yes ☐ no
3. What did Mac get from the house?
☐ a rake ☐ a shovel ☐ a pot
4. In what season does the story take place?
☐ summer ☐ fall ☐ winter
5. On the back of this page, draw what you think Mac will do with his pile of leaves.

Name _____

Date _____

WEEK 15

DAY

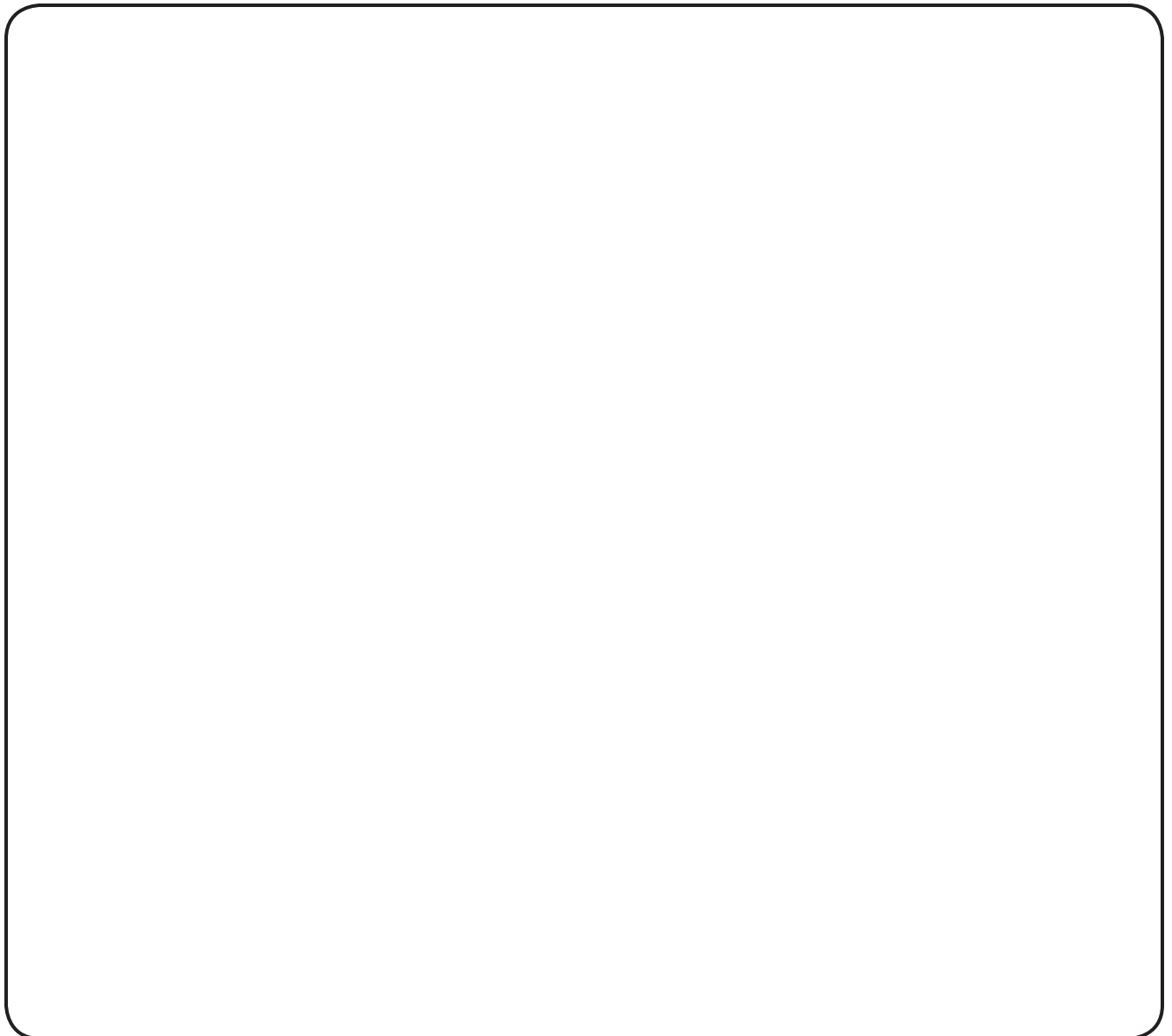
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Student Reproducible 59

Write and Draw

Write a sentence about a pet you would like to have.

Use a color word in your sentence. In the box,
draw a picture to match your sentence.



Name _____

Date _____

Student Reproducible 60

Writing Practice

Write each word three times.

today

about

yes

an

who

cold

now

Friday

Answer the Questions

Read the sentences in the box.

Then answer each question in a complete sentence.

Jack has a big yellow house.

Jill has a little red house on a hill.

1. Who has a yellow house?

2. Who has a little house?

3. Where is Jill's house?

4. Is Jack's house big or little?

5. What color is Jill's house?

Date _____

Fill in the Boxes

Make sure the letters fit in the boxes.

Friday

Write a sentence using one of the words.

Name _____

Date _____

WEEK 16

DAY

4

Student Reproducible 63

Build a Word

Cut out newspaper letters to build the words below.

now	
yes	
about	
cold	
who	
today	
an	
Friday	

Name _____

Date _____

Student Reproducible 64

Writing Practice

Write each word three times.

sleep

they

give

as

use

how

up

Saturday

Name _____

Date _____

WEEK 17

DAY

2

Student Reproducible 65

Unscramble the Sentences

Put the words in the correct order.

Write the sentences on the lines.

1. wants boy to The sleep. go to

2. can How help I you?

3. that Please me ball. give

4. friends. are my They

5. up hill. will run We the

Name _____

Date _____

Student Reproducible 66

Describe a Picture

Write a few sentences about the picture below.



Student Reproducible 67

Fill in the Blanks

Choose a word from the Word Bank to complete each sentence. Write the word in the blank.

Word Bank

give	up	use	how
Saturday	sleep	they	as

1. Do _____ have a brown dog?
2. I like to jump _____ and down.
3. Can I _____ your pencil?
4. I _____ in a big bed.
5. Did you _____ my dog a blue ball?
6. We do not go to school on _____.
7. _____ are you today?
8. I can't run _____ fast as you can.

Name _____

Date _____

Student Reproducible 68

Word Order

Number the words below as your teacher reads them.

Write **1** next to the first word your teacher calls,

2 next to the second word, and so on.

_____ keep

_____ today

_____ purple

_____ about

_____ use

_____ find

_____ where

_____ look

_____ can't

_____ when

_____ read

_____ green

_____ cold

_____ if

_____ away

_____ work

_____ there

_____ help

_____ orange

_____ who

Words Correct _____

Fill in the Blanks

Choose a word from the Word Bank to complete each sentence. Write the word in the blank.

Word Bank

any	black	how	this	get
ride	sleep	have	if	that

1. Can I use that _____ crayon?
2. _____ you do your work, you can play.
3. _____ can I help you?
4. Do not _____ in the street.
5. _____ your red coat.
6. Do you _____ any good books?
7. I want to go to _____ now.
8. Is _____ your yellow ball?

Name _____

Date _____

Student Reproducible 70

Circle the Word

Circle the word in each row that your teacher reads.

1.	ran	run	red
2.	on	or	an
3.	give	green	good
4.	did	pink	blue
5.	it	as	too
6.	yellow	you	your
7.	say	yes	said
8.	help	put	hot
9.	now	how	not

Name _____

Date _____

WEEK 19

DAY

1

Student Reproducible 71

Word Search

Circle the hidden words.

Word Bank

him

please

her

upon

why

fast

for

down

a r h j l a e f z y p
c f o w d w t u p o n
s o u h s b f a l s i
r r l y q w i r e y u
i o d f a s t f a h j
k l i x h c v b s m q
w u r t i y u z e l k
i d o w n s a f g h d
k l z x e v g h n i u
l g u a h w r h y m t
e i y h f h e r i v m

Name _____

Date _____

Student Reproducible 72

Fill in the Boxes

Fill in each set of boxes with a word from the Word Bank. Write one letter in each box.

Make sure the letters fit in the boxes.

Word Bank

please

fast

him

why

her

down

for

upon

Write a sentence using one of the words.

Name _____

Date _____

WEEK 19

DAY

3

Student Reproducible 73

Sentence Practice

Choose three words from the Word Bank.
Write a sentence using each word.

Word Bank

please

her

him

why

fast

down

for

upon

1.

2.

3.

Name _____

Date _____

Student Reproducible 74

Build a Word

Cut out newspaper letters to build the words below.

why	
her	
please	
fast	
him	
down	
for	
upon	

Name _____

Date _____

WEEK 20

DAY

1

Student Reproducible 75

Word Search

Circle the hidden words.

Word Bank

could

laugh

has

drink

take

walk

of

far

a r c j l u e s z y p
k c o v d w t a k e r
y v u t s b f j a c d
r a l b q k a v t h r
i o d p s a r f g y i
k l z x h c v e n m n
w u r t a y u w a l k
i o p x s s d f g h d
k l z a c v g h n m u
l a u g h w r h y o t
e f y h f s v j a f m

Name _____

Date _____

Student Reproducible 76

Unscramble the Words

Put the letters in the correct order.

Word Bank

laugh

could

take

drink

of

has

walk

far

loucd

lwka

fo

gluha

sha

etka

nrdki

arf

Write a sentence using one of the words.

Name _____

Date _____

WEEK 20

DAY

3

Student Reproducible 77

Sentence Practice

Choose three words from the Word Bank.
Write a sentence using each word.

Word Bank

laugh

could

take

drink

of

has

walk

far

1.

2.

3.

Name _____

Date _____

Student Reproducible 78

Build a Sentence

Choose a word from the Word Bank to complete each sentence.
In the blanks, use newspaper letters to build each word.

Word Bank

laugh	could	take	drink
of	has	walk	far

1. The funny dog made me _____.
2. I like to _____ to school.
3. Will you _____ me to the zoo?
4. I ate all _____ my lunch.
5. _____ you help me find my cat?
6. My friend _____ a brown puppy.
7. I like to _____ milk.
8. Look how _____ I jumped!

Story Time

Read the story below. Then answer the questions.

A Pet for Tom

Tom wants a pet. Tom wants a little pet. Tom wants a quiet pet. Tom wants a pet that can swim. One day, Tom's mother came home and put a glass bowl on the table. "Do you like your new pet, Tom?" asked Mother.

"Yes," said Tom. "It is perfect!"

1. Tom wanted a _____ pet.
☐ big ☐ funny ☐ little
2. Tom wanted a pet that could _____.
☐ swim ☐ run ☐ jump
3. Who gave Tom a new pet?
☐ his father ☐ his mother
4. What kind of pet do you think Tom got?

Name _____

Date _____

Student Reproducible 80

ABC Order

Put the words below in ABC order.

Word Bank

very

don't

ride

some

went

them

had

by

little

old

abcdefghijklmnopqrstuvwxyz

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

Name _____

Date _____

WEEK 21

DAY

3

Student Reproducible 81

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

by

don't

them

went

some

had

very

old

1.

2.

3.

Name _____

Date _____

Student Reproducible 82

Build a Sentence

Choose the best word from the Word Bank to complete each sentence. In the blanks, use newspaper letters to build each word.

Word Bank

had

some

very

went

don't

them

by

old

1. Do you want _____ juice?
2. It is _____ cold in here!
3. I _____ a big lunch.
4. This story is _____ Jen.
5. I need my shoes, but I can't find _____.
6. Please _____ sit on the table!
7. We _____ to see an old house.

Name _____

Date _____

WEEK 22

DAY

1

Student Reproducible 83

ABC Order

Put the words below in ABC order.

Word Bank

one

nine

five

eight

laugh

seven

three

when

ran

down

abcdefghijklmnopqrstuvwxyz

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

Name _____

Date _____

Student Reproducible 84

Unscramble the Sentences

Put the words in the correct order.

Write the sentences on the lines.

1. yellow has bows. two She

2. are in boys There class. eight my

3. has The legs. four table

4. have cats. I three pretty

5. six We for away went days.

Name _____

Date _____

WEEK 22

DAY

3

Student Reproducible 85

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

six

eight

seven

one

three

two

five

nine

ten

four

1.

2.

3.

Name _____

Date _____

Student Reproducible 86

Build a Word

Choose four words from the Word Bank.

Use newspaper letters to build each word.

Then write a sentence using each of the four words.

Word Bank

seven

nine

ten

five

six

one

four

two

eight

three

Word**Sentence**

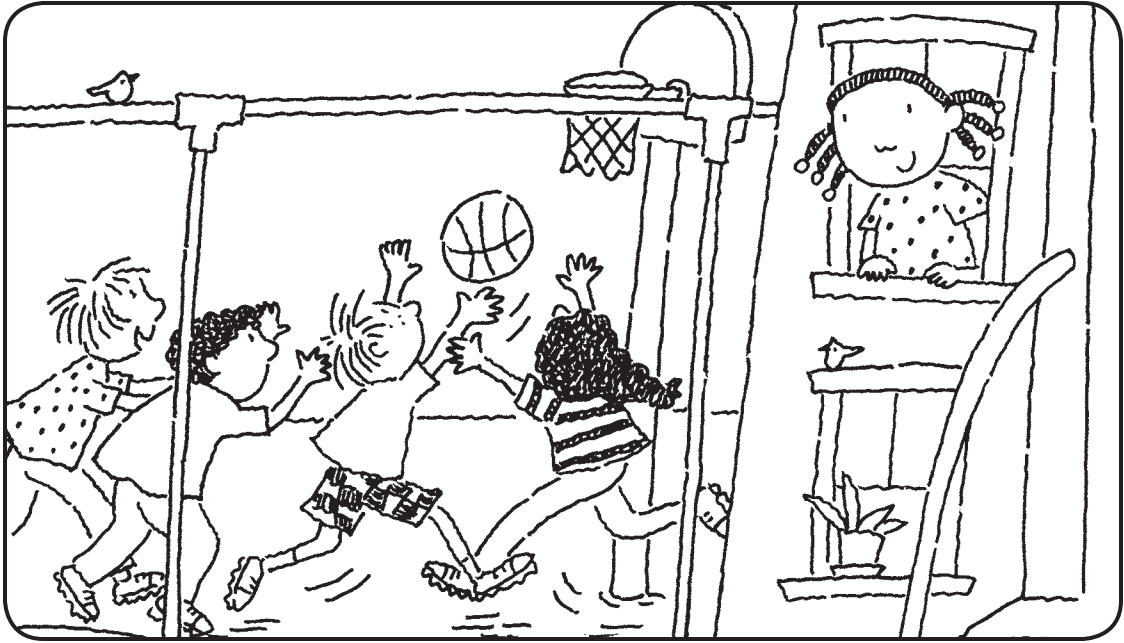
Name _____

Date _____

Student Reproducible 87

Describe a Picture

Write a few sentences about the picture below.



Name _____

Date _____

Student Reproducible 88

Choose the Correct Word

Choose the best word to complete each sentence.

1. I want to _____ you a secret.
☐ some ☐ tell ☐ take
2. I _____ my homework to the teacher.
☐ don't ☐ was ☐ gave
3. We gave _____ dog a bath today.
☐ our ☐ in ☐ around
4. I _____ that you are a great friend.
☐ eight ☐ think ☐ keep
5. Can we _____ our lunch now?
☐ them ☐ blue ☐ eat
6. Did I _____ see you at the park?
☐ went ☐ once ☐ down

Name _____

Date _____

WEEK 23

DAY

3

Student Reproducible 89

Sentence Practice

Choose three words from the Word Bank.
Write a sentence using each word.

Word Bank

around

gave

think

tell

was

our

eat

once

1.

2.

3.

Name _____

Date _____

Student Reproducible 90

Word Search

Circle the hidden words.

Word Bank

eat

our

around

think

gave

was

tell

once

w m a f w y u t x t j
 o u r f d d b z c x v
 n a o b t h i n k a u
 c k u x q j w q f u l
 e p n q r u a e r x k
 h w d e k n s h b h a
 c a g a v e c g v n b
 f s l t e l l e k a i
 l w a k i g p a j y z
 d z o s y j i e m z a
 y b s g p w o c k g l

Story Time

Read the story below. Then answer the questions.

Penny's Day

Penny wanted to go out and play. She put on her coat, hat, and mittens. It was very cold outside. When Penny opened the door, everything was white! Penny ran out and began to play. First, she made a big snowball. Then, she made a medium snowball. Next, she made a little snowball. She added sticks for arms, a carrot nose, and a hat. When she was finished, Penny ran into the house to have some hot chocolate.

1. Penny put on her _____ before she went out.
☐ sunglasses ☐ gloves ☐ coat
2. In which season does this story take place?
☐ summer ☐ winter ☐ spring
3. What made everything white outside?
☐ snow ☐ clouds ☐ grass
4. What do you think Penny made while she was outside?

Name _____

Date _____

Student Reproducible 92

Fill in the Boxes

Fill in each set of boxes with a word from the Word Bank. Write one letter in each box.

Make sure the letters fit in the boxes.

Word Bank

draw

found

his

out

ask

came

ate

fall

--	--	--	--

Write a sentence using one of the words.

Name _____

Date _____

WEEK 24

DAY

3

Student Reproducible 93

Sentence Practice

Choose three words from the Word Bank.
Write a sentence using each word.

Word Bank

found

fall

draw

ask

ate

out

came

his

1.

2.

3.

Name _____

Date _____

Student Reproducible 94

Unscramble the Words

Put the letters in the correct order.

Write the words on the lines.

Word Bank

found

fall

draw

ask

ate

out

came

his

lafl

maec

tae

nfudo

wdra

otu

shi

ksa

Write a sentence using one of the words.

Name _____

Date _____

WEEK 25

DAY

1

Student Reproducible 95

Time to Draw

In the boxes, draw a picture to match each sentence.

I am going to the zoo with my friend.

I got a new yellow bike for my birthday.

Name _____

Date _____

Student Reproducible 96

Fill in the Blanks

Choose a word from the Word Bank to complete each sentence. Write the word in the blank.

Word Bank

stop	write	new	going
got	into	made	would

1. I _____ some juice today.
2. _____ playing ball in the house!
3. Can we go _____ the store?
4. We got seven _____ fish today!
5. I need a pencil to _____ my name.
6. I _____ a brown and white puppy.
7. Are you _____ to eat that apple?
8. _____ you like to read with me?

Name _____

Date _____

WEEK 25

DAY

3

Student Reproducible 97

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

new

going

stop

got

made

into

write

would

1.

2.

3.

Name _____

Date _____

Student Reproducible 98

Spelling Check

In each row, circle the word that is spelled correctly.

1.	writ	ryte	write
2.	giong	going	goeng
3.	new	noow	niw
4.	stopp	stop	stup
5.	ento	intoe	into
6.	madde	made	maed
7.	got	gott	git
8.	woud	would	weud

Story Time

Read the story. Then write a complete sentence to answer each question.

Kim's Dog

Kim has a pretty little dog named Sam. Sam is black and white. She is a very good dog. Sam likes to play with cats and she likes to do funny tricks. She can stand on her back legs and spin around. Sam and Kim have lots of fun together. Kim loves Sam and Sam loves Kim.

1. Who has a pretty dog?

2. What color is Sam?

3. What does Sam like to play with?

4. What trick can Sam do?

5. Who has fun together?

Name _____

Date _____

Student Reproducible 100

Word Search

Circle the hidden words.

Word Bank

off

long

together

over

sit

were

small

best

w e r e e m r e b d n
 t d i u o v e r y k e
 o j c x f b p q u x h
 g t e w f e z m n i x
 e i w v l s t p g h q
 t z s i t t i o c x u
 h l m k q z w v l i a
 e f a o a b a p t m z
 r t l v p x i d r w b
 g e l o n g r k l b a
 i c b u v a x c s z f

Name _____

Date _____

WEEK 26

DAY

3

Student Reproducible 101

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

together

best

over

small

sit

off

long

were

1.

2.

3.

Name _____

Date _____

Student Reproducible 102

Spelling Check

In each row, circle the word that is spelled correctly.

1. sitt sett sit

2. oeever over ovver

3. small smal smaal

4. togeter toogether together

5. bist best beest

6. off oof of

7. loong loing long

8. were wure wer

Name _____

Date _____

WEEK 27

DAY

1

Student Reproducible 103

Word Order

Number the words below as your teacher reads them.

Write **1** next to the first word your teacher calls,

2 next to the second word, and so on.

_____ please

_____ laugh

_____ eight

_____ small

_____ walk

_____ think

_____ some

_____ came

_____ draw

_____ take

_____ why

_____ going

_____ write

_____ out

_____ them

_____ very

_____ around

_____ gave

_____ ate

_____ new

Words Correct _____

Name _____

Date _____

Student Reproducible 104

Fill in the Blanks

Choose a word from the Word Bank to complete each sentence. Write the word in the blank.

Word Bank

our	could	tell	found	don't
ask	down	nine	long	her

1. Did you _____ her a story?
2. I _____ a dime on the way to school.
3. We take good care of _____ pet.
4. I _____ want to sit all by myself.
5. I will _____ my dad if I can get a bird.
6. She has _____ fish and two turtles.
7. Don't run or you might fall _____.
8. I wish I _____ fly to the moon.

Name _____

Date _____

WEEK 27

DAY

3

Student Reproducible 105

Circle the Word

Circle the word in each row that your teacher reads.

1. for fast fall	5. his him help	9. what why where	13. them three that
2. give going gave	6. little funny laugh	10. write read ride	14. here he her
3. cold could keep	7. purple pretty play	11. say see said	15. all am and
4. made make take	8. for friend found	12. want will with	16. use you your

Name _____

Date _____

Student Reproducible 106

Story Time

Read the story. Then write a complete sentence to answer each question.

Pam's Birthday

Yesterday was Pam's birthday. She had a party. All of her friends came. Pam's mother put a chocolate cake on the table. There were six candles on the cake. All the children sang "Happy Birthday" to Pam and everyone had a piece of cake.

Then Pam's mother put a big box on the table. It had a pretty red ribbon on it. Something inside the box was moving. Sounds were coming from inside the box, too. "Ruff! Ruff!" Pam heard.

"I hope you like your gift!" said Pam's mother.

1. Who had a birthday party?

2. What kind of cake did Pam have?

3. How old is Pam?

4. What was Pam's gift?

Beginnings and Endings

Draw a line to match the beginning of each sentence with the correct ending.

1. What did you _____ in the house.
2. I know how to _____ I did not get hurt.
3. I wish I could _____ your own shoes?
4. We never run _____ him for the gift?
5. I like cats much _____ fly like a bird.
6. I fell down, but _____ learn at school?
7. Can you tie _____ better than dogs.
8. Did you thank _____ read and write.

Name _____

Date _____

Student Reproducible 108

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

thank

never

much

school

but

know

fly

own

1.

2.

3.

Name _____

Date _____

WEEK 28

DAY

4

Student Reproducible 109

Unscramble the Words

Put the letters in the correct order.

Write the words on the lines.

Word Bank

thank

never

much

school

but

know

fly

own

oslcoh

onw

hmcu

enrve

wnko

tbu

yfl

ktanh

Write a sentence using one of the words.

Name _____

Date _____

Student Reproducible 110

ABC Order

Put the words below in ABC order.

Word Bank

which	must	open	just	fly
always	try	buy	under	never

abcdefghijklmnopqrstuvwxyz

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Name _____

Date _____

WEEK 29

DAY

2

Student Reproducible III

Beginnings and Endings

Draw a line to match the beginning of each sentence with the correct ending.

- | | |
|---------------------|-------------------|
| 1. Will you open | spell that word. |
| 2. Do you always | we will be late. |
| 3. My mom just got | food for our cat. |
| 4. Which way are | under the table. |
| 5 We need to buy | you going? |
| 6. I will try to | home from work. |
| 7. We must hurry or | get up early? |
| 8. I found my book | the door for me? |

Name _____

Date _____

Student Reproducible 112

Word Search

Circle the hidden words.

Word Bank

under

always

must

buy

try

which

open

just

u n d e r f c x c q b
 q i b m t r y e o s a
 o v j u s t i j t a c
 i k c s o p e n z u d
 l m z t u r l k m w t
 h b a e b u y i v m a
 r u l u j t d k e f y
 t r w h i c h u t e v
 c s a v c n c q r t a
 v h y b l s v z i r u
 s t s o z s p d y d i

Name _____

Date _____

WEEK 29

DAY

4

Student Reproducible 113

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

under

just

which

always

buy

open

must

try

1.

2.

3.

Name _____

Date _____

Student Reproducible 114

Correct the Sentences

Look for mistakes in the sentences below.
Write each sentence correctly on the line.

1. look both ways before you cross the street.

2. Did you get your hair cut.

3. This gift is From my aunt.

4. the cat Has its own plate!

5. How many books have you read

6. Shall we play a game after dinner

Story Time

Read the story. Then write a complete sentence to answer each question.

Jake's Garden

Jake wanted to plant a garden. First, he went into the house and got a packet of seeds. Next, he got a shovel from the garage. Jake dug a lot of little holes and put a seed in each hole. Then he covered the seeds with dirt. Jake watered the seeds every day. One day, Jake saw small green plants growing where he had planted his seeds. Three weeks later, Jake cut some of the flowers. He put the flowers in a vase and gave them to his mother. "Happy birthday!" said Jake.

1. What did Jake get from the house?

2. What did Jake do to the seeds every day?

3. What did Jake grow in his garden?

4. Whose birthday was it?

Name _____

Date _____

Student Reproducible 116

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

before

cut

then

after

many

its

from

shall

1.

2.

3.

Name _____

Date _____

WEEK 30

DAY

4

Student Reproducible 117

Spelling Check

In each row, circle the word that is spelled correctly.

1.	frum	from	frome
2.	many	miny	meny
3.	beefore	befor	before
4.	itz	its	itcz
5.	cut	kut	cutt
6.	thyn	then	thene
7.	avter	aftre	after
8.	shall	schall	shal

Name _____

Date _____

Student Reproducible 118

Replace a Word

Read each sentence. Cross out the word that does not belong. Replace it with a word that makes sense.
Use the words from the Word Bank.

Word Bank

better first does pull live
goes again may warm myself

1. Please don't best out the plug!
2. I just got my fly bike!
3. I under two blocks from school.
4. My friend funny to my school.
5. I can't walk to the store by never.
6. I like apples always than oranges.
7. Together we have some more cake?

Name _____

Date _____

Student Reproducible 119

Fill in the Boxes

Fill in each set of boxes with a word from the Word Bank. Write one letter in each box.
Make sure the letters fit in the boxes.

Word Bank

better first does pull live
goes again may warm myself

Write a sentence using one of the words.

Name _____

Date _____

Student Reproducible 120

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

live

may

first

myself

may

goes

does

pull

better

warm

1.

2.

3.

Name _____

Date _____

WEEK 31

DAY

4

Student Reproducible 121

Build a Word

Choose four words from the Word Bank.

Use newspaper letters to build each word.

Then write a sentence using each of the four words.

Word Bank

better	goes	first	again	may
myself	live	warm	pull	does

Word	Sentence

Name _____

Date _____

Student Reproducible 122

Story Time

Read the story. Then write a complete sentence to answer each question.

The Apple Pie

One Saturday, Lilly asked her mother if they could bake an apple pie. "Yes," said her mother, "but we will need some apples."

"I will go next door to Grandma's farm and pick some from her tree," said Lilly. She grabbed her basket and ran to Grandma's. Lilly picked two red apples and two green apples and put them in her basket. On the way home, Lilly saw a horse, a cow, and a pig in Grandma's field. "Would you like an apple?" Lilly asked. Lilly gave each animal an apple.

When Lilly got home, her mother looked in the basket and said, "One apple? We can't make a pie with one apple."

Lilly laughed, grabbed her basket, and said, "I will be right back!"

1. What did Lilly want to make?

2. Where did Lilly get the apples?

3. How many apples did Lilly pick?

4. How many apples did Lilly give away?

Name _____

Date _____

WEEK 32

DAY

2

Student Reproducible 123

Unscramble the Sentences

Put the words in the correct order.

Write the sentences on the lines.

1. do of want? What juice you kind

2. his yesterday. hurt friend My foot

3. you Did of up your all toys? pick

4. this on shirt put I morning. a clean

5. their need give They a bath! to dog

6. leave now! must right We

Name _____

Date _____

Student Reproducible 124

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

their

hurt

pick

right

so

kind

clean

only

been

start

1.

2.

3.

Name _____

Date _____

WEEK 32

DAY

4

Student Reproducible 125

Word Search

Circle the hidden words.

Word Bank

their	hurt	pick	right	so
kind	clean	only	been	start

a r c j l i h u r t p
y r i g h t t e p e r
c a u c s b f p x b s
r b e e n v e i e t o
i o d f s t a c a h j
s t a r t c v k c m q
w u r t b t u w l l k
i d o r n h d f e h i
k l n x c e g s a o n
l a l g h i r h n m d
e f y h f r e r i f m

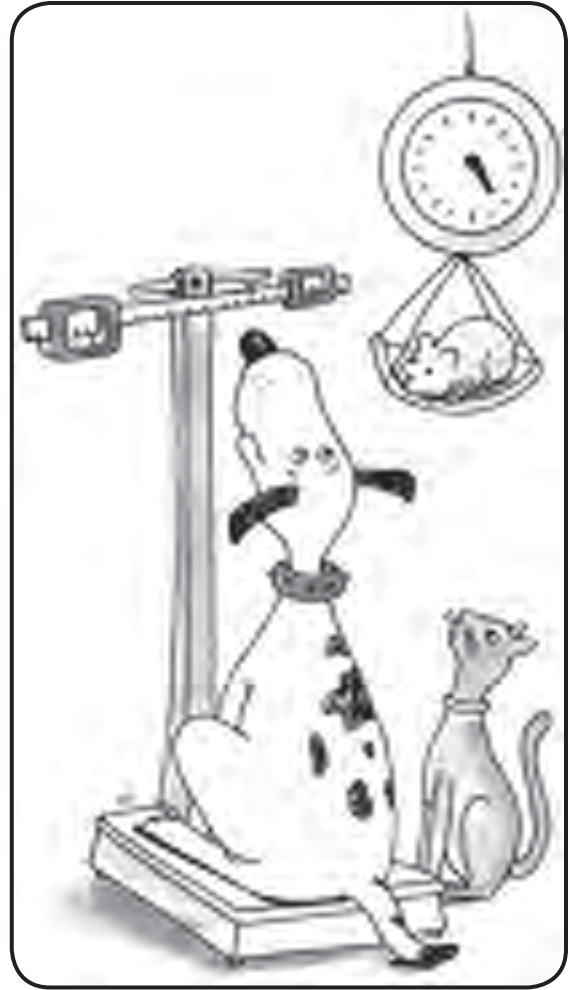
Name _____

Date _____

Student Reproducible 126

Describe a Picture

Write a few sentences about the picture below.



Fill in the Blanks

Choose a word from the Word Bank to complete each sentence. Write the word in the blank.

Word Bank

because	these	done	show	those
every	hold	both	well	wash

1. Will you _____ me how to skip?
2. I want to _____ your hand.
3. We need to _____ our windows.
4. Are _____ your shoes?
5. Call me when you are _____ working.
6. _____ of you are doing well in school.
7. You should brush your teeth _____ day.
8. I like birds _____ they can sing.
9. _____ are not my socks.

Name _____

Date _____

Student Reproducible 128

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

wash	because	well	show	done
those	every	these	hold	both

1.

2.

3.

Name _____

Date _____

WEEK 33

DAY

4

Student Reproducible 129

Fill in the Boxes

Fill in each set of boxes with a word from the Word Bank. Write one letter in each box. Make sure the letters fit in the boxes.

Word Bank				
wash	because	well	show	done
those	every	these	hold	both

Write a sentence using one of the words.

Name _____

Date _____

Student Reproducible 130

Story Time

Read the story. Then write a complete sentence to answer each question.

Jenny's Baby Birds

One spring morning Jenny saw a bird making a nest on her windowsill. The next day there were four small blue eggs in the nest. Jenny watched and waited for the eggs to hatch. Finally, when Jenny woke up one morning, she heard a noise: "Peep, peep!" Jenny jumped out of bed and ran to the window. The baby birds had their eyes closed and their mouths wide open.

"You must be hungry," said Jenny. "I will get you some breakfast." She went to the kitchen, got a piece of toast, and went back up to her room. When she got there, she saw the mother bird with a fat worm in her mouth. "I guess you're not hungry anymore," said Jenny.

1. What did Jenny see on her windowsill?

2. What was making the "peep, peep" sounds?

3. How many baby birds were in the nest?

4. What did the baby birds eat for breakfast?

Replace a Word

Read each sentence. Cross out the word that does not belong. Replace it with a word that makes sense.
Use the words from the Word Bank.

Word Bank

bring	saw	light	grow	sing
carry	soon	wish	round	full

1. I like my mom to every to me.
2. I read you at the mall yesterday.
3. I fast I had a new red shirt.
4. I will come over as look as I can.
5. My glass is pick of juice.
6. The moon is school.
7. We are going to again some flowers.

Name _____

Date _____

Student Reproducible 132

Sentence Practice

Choose three words from the Word Bank.

Write a sentence using each word.

Word Bank

bring

grow

round

sing

soon

carry

light

saw

wish

full

1.

2.

3.

Name _____

Date _____

WEEK 34

DAY

4

Student Reproducible 133

Unscramble the Words

Put the letters in the correct order.

Write the words on the lines.

Word Bank

bring

grow

round

sing

soon

carry

light

saw

wish

full

rogw

aws

rcrya

grbni

hswi

oons

snig

thigl

llfu

unodr

Write a sentence using one of the words.

Name _____

Date _____

Student Reproducible 134

Word Order

Number the words below as your teacher reads them.

Write **1** next to the first word your teacher calls,

2 next to the second word, and so on.

_____ thank

_____ which

_____ before

_____ myself

_____ their

_____ because

_____ bring

_____ grow

_____ but

_____ always

_____ then

_____ live

_____ kind

_____ every

_____ carry

_____ light

_____ just

_____ goes

_____ been

_____ done

Words Correct _____

Fill in the Blanks

Choose a word from the Word Bank to complete each sentence. Write the word in the blank.

Word Bank

school	after	show	never
under	clean	pull	fly

1. I am going to a new _____.
2. I can't _____ this heavy wagon.
3. May we go to the park and _____ our kites?
4. What is _____ your desk?
5. Would you _____ me how to play?
6. It is time to _____ up now.
7. I have _____ been to the circus.
8. What are you doing _____ school?

Name _____

Date _____

Student Reproducible 136

Circle the Word

Circle the word in each row that your teacher calls out.

1. own know now	5. ten the try	9. may any many	13. does both goes
2. start stop six	6. this those these	10. she small show	14. around round found
3. must much make	7. buy but blue	11. four fast from	15. friend funny first
4. pick pink put	8. house hold help	12. purple pull play	16. full fall small

Word Cards: Week 1

we

can

run

a

I

play

Word Cards: Week 2

like

cat

to

and

dog

Word Cards: Week 3

the

not

you

do

want

Word Cards: Week 4

all

here

big

is

little

Word Cards: Week 5

she

with

are

he

funny

Word Cards: Week 6

make

will

am

me

pretty

Word Cards: Week 7

what

us

call

my

jump

see

Word Cards: Week 8

house

no

said

let

in

come

Word Cards: Week 10

* bonus word

help

ride

work

find

there

* Sunday

Word Cards: Week 11

* bonus word

keep

away

ran

can't

on

this

if

* Monday

Word Cards: Week 12

* bonus word

good

have

read

any

did

or

too

* Tuesday

Word Cards: Week 13

* bonus word

your

when

that

say

look

go

hot

* Wednesday

Word Cards: Week 14

* bonus word

put

friend

it

be

where

get

at

* Thursday

Word Cards: Week 15

(page 1 of 2)

green

yellow

red

brown

blue

pink

Word Cards: Week 15

(page 2 of 2)

purple

white

orange

black

Word Cards: Week 16

* bonus word

who

about

an

yes

today

cold

now

* Friday

Word Cards: Week 17

* bonus word

up

sleep

as

they

give

use

how

* Saturday

Word Cards: Week 19

fast

please

down

for

him

her

why

upon

Word Cards: Week 20

could

walk

has

take

of

laugh

drink

far

Word Cards: Week 21

had

don't

some

them

by

very

old

went

Word Cards: Week 22

(page 1 of 2)

five

ten

two

seven

nine

three

Word Cards: Week 22

(page 2 of 2)

eight

one

six

four

Word Cards: Week 23

was

around

tell

eat

think

our

gave

once

Word Cards: Week 24

came

found

out

his

ask

draw

ate

fall

Word Cards: Week 25

going

write

stop

into

got

made

new

would

Word Cards: Week 26

best

together

over

long

off

small

sit

were

Word Cards: Week 28

thank

school

but

own

never

fly

know

much

Word Cards: Week 29

which

always

try

must

under

open

just

buy

Word Cards: Week 30

before

its

then

from

after

cut

many

shall

Word Cards: Week 31

(page 1 of 2)

again

myself

live

warm

pull

may

Word Cards: Week 31

(page 2 of 2)

does

first

goes

better

Word Cards: Week 32

(page 1 of 2)

their

start

kind

hurt

pick

only

Word Cards: Week 32

(page 2 of 2)

so

been

clean

right

Word Cards: Week 33

(page 1 of 2)

every

these

hold

done

both

show

Word Cards: Week 33

(page 2 of 2)

well

those

wash

because

Word Cards: Week 34

(page 1 of 2)

bring

carry

saw

soon

wish

grow

Word Cards: Week 34

(page 2 of 2)

light

round

sing

full

Kaboom! Numeral Cards

1

2

3

4

5

Cumulative Word List: Weeks 1–8

we

want

pretty

can

all

what

run

here

us

a

big

call

I

is

my

play

little

jump

like

she

see

cat

with

house

to

are

no

and

he

said

dog

funny

let

the

make

in

not

will

come

you

am

do

me

Cumulative Word List: Weeks 10–17

help	your	purple
ride	when	white
work	that	orange
find	say	black
there	look	who
*Sunday	go	about
keep	hot	an
away	*Wednesday	yes
ran	put	today
can't	friend	cold
on	it	now
this	be	*Friday
if	where	up
*Monday	get	sleep
good	at	as
have	*Thursday	they
read	green	give
any	yellow	use
did	red	how
or	brown	*Saturday
too	blue	
*Tuesday	pink	* bonus word

Cumulative Word List: Weeks 19–26

fast	went	out
please	old	his
down	five	ask
for	ten	draw
him	two	ate
her	seven	fall
why	nine	going
upon	three	write
could	eight	stop
walk	one	into
has	six	got
take	four	made
of	was	new
laugh	around	would
drink	tell	best
far	eat	together
had	think	over
don't	our	long
some	gave	off
them	once	small
by	came	sit
very	found	were

Cumulative Word List: Weeks 28–34

thank	many	every
school	shall	these
but	again	hold
own	myself	done
never	live	both
fly	warm	show
know	pull	well
much	may	those
which	does	wash
always	first	because
try	goes	bring
must	better	carry
under	their	saw
open	start	soon
just	kind	wish
buy	hurt	grow
before	pick	light
its	only	round
then	so	sing
from	been	full
after	clean	
cut	right	

Name _____

Date _____

Circle the word that your teacher calls out.

1. like little look	6. every very eight
2. here help house	7. want will write
3. pretty pink play	8. about away around
4. yellow your yes	9. friend funny fast
5. did don't down	10. school small seven

Score: _____

10

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank

not

find

house

laugh

us

going

work

read

1. Will you play with _____?
2. We did all of our _____.
3. Do you like to _____ books?
4. We do _____ run in school.
5. Did you _____ your dog?
6. I am _____ to the zoo with my friend.
7. The funny cat made me _____.
8. Can we play at your _____?

Score: _____

Name _____

Date _____

Write a sentence using the word below.

jump

Skills Checklist		
Skill	yes	no
Began with a capital letter		
Put spaces between words		
Used correct punctuation		
Sentence makes sense		
Spelled all sight words correctly		

Reading Assessment: Week 1

Name _____

Date _____

Circle the word or letter in each row that your teacher reads.

1. can play run

2. run can we

3. we play can

4. run we I

5. a I o

6. T L I

Reading Assessment: Week 2

Name _____

Date _____

Circle the word in each row that your teacher reads.

1. can cat dog

2. and play like

3. to like cat

4. run dog cat

5. to can we

Reading Assessment: Week 3

Name _____

Date _____

Circle the word in each row that your teacher reads.

1. we to do

2. the and not

3. want not the

4. not you like

5. we the want

Reading Assessment: Week 4

Name _____

Date _____

Circle the word in each row that your teacher reads.

1. want little like

2. big dog do

3. and all not

4. to we is

5. the here want

Reading Assessment: Week 5

Name _____ Date _____

Circle the word in each row that your teacher reads.

1. the he she

2. with want big

3. all are and

4. she we he

5. here little funny

Reading Assessment: Week 6

Name _____

Date _____

Circle the word in each row that your teacher reads.

1. funny with make

2. am are we

3. little pretty make

4. we he me

5. will want with

Reading Assessment: Week 7

Name _____

Date _____

Circle the word in each row that your teacher reads.

1. little jump make

2. my me we

3. all cat call

4. is us my

5. what with want

6. we she see

Reading Assessment: Week 8

Name _____

Date _____

Circle the word in each row that your teacher reads.

1. funny pretty house

2. not no big

3. she come said

4. let like little

5. am in is

6. call can come

Reading Assessment: Week 10

Name _____

Date _____

Circle the word in each row that your teacher reads.

1. here help house

2. ride are make

3. what want work

4. find ride funny

5. the with there

**Bonus
Word**

she said Sunday

Reading Assessment: Week 11

Name _____

Date _____

Circle the word in each row that your teacher reads.

1.	there	the	this
2.	can	can't	call
3.	away	and	are
4.	is	if	in
5.	work	come	keep
6.	on	no	am
7.	not	run	ran
Bonus Word	Monday	Sunday	make

Reading Assessment: Week 12

Name _____

Date _____

Circle the word in each row that your teacher reads.

1.	here	have	help
2.	and	any	are
3.	or	on	to
4.	us	all	too
5.	do	did	big
6.	read	ride	ran
7.	funny	come	good
Bonus Word	Monday	Sunday	Tuesday

Reading Assessment: Week 13

Name _____

Date _____

Circle the word in each row that your teacher reads.

1.	you	your	good
2.	hot	not	run
3.	what	when	want
4.	go	no	on
5.	little	like	look
6.	say	said	she
7.	this	that	there
Bonus Word	Wednesday	Sunday	Monday

Reading Assessment: Week 14

Name _____

Date _____

Circle the word in each row that your teacher reads.

1.	where	there	here
2.	get	put	let
3.	is	it	in
4.	do	did	be
5.	find	ride	friend
6.	put	play	keep
7.	am	at	all
Bonus Word	Tuesday	Thursday	Wednesday

Reading Assessment: Week 15

Name _____

Date _____

Circle the word in each row that your teacher reads.

1.	yellow	green	blue
2.	red	orange	yellow
3.	pink	brown	red
4.	black	blue	brown
5.	blue	purple	pink
6.	purple	pink	blue
7.	orange	green	purple
8.	white	yellow	brown
9.	purple	orange	black
10.	black	brown	blue

Reading Assessment: Week 16

Name _____

Date _____

Circle the word in each row that your teacher reads.

1.	not	hot	now
2.	cold	call	keep
3.	Tuesday	there	today
4.	yellow	yes	you
5.	on	an	in
6.	about	away	are
7.	will	want	who
Bonus Word	Monday	Thursday	Friday

Reading Assessment: Week 17

Name _____

Date _____

Circle the word in each row that your teacher reads.

1.	said	sleep	she
2.	they	there	here
3.	us	use	you
4.	how	who	now
5.	green	have	give
6.	am	as	an
7.	us	up	on
Bonus Word	Sunday	Friday	Saturday

Reading Assessment: Week 19

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank			
fast	him	her	why
down	please	for	upon

1. Did you see how _____ she can run?
2. _____ walk to lunch with me.
3. I have a gift _____ you.
4. I like _____ pretty blue dress.
5. I like to go _____ the slide.
6. _____ are you sad?
7. The queen sat _____ her throne.
8. Did you give _____ your hat?

Reading Assessment: Week 20

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank			
could	take	laugh	drink
has	of	walk	far

1. Do you want to _____ a walk?
2. Did you want all _____ the books?
3. It is too _____ to walk there.
4. My friend _____ a big orange cat.
5. "Have a hot _____," she said.
6. The clown made me _____!
7. I _____ not call you today.
8. I like to _____ my little dog.

Reading Assessment: Week 21

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank			
had	some	very	went
don't	them	by	old

1. We are going _____ her house.
2. _____ let the cat in the house.
3. That is a _____ pretty cat!
4. We _____ there on Sunday.
5. Can I have _____ of your milk?
6. I went to the park with _____.
7. How _____ are you today?
8. I _____ to help my friend do her work.

Reading Assessment: Week 22

Name _____

Date _____

Write each number word in the correct box.

Word Bank				
five	ten	four	six	eight
three	seven	two	one	nine

7	3
1	6
8	2
4	10
9	5

Reading Assessment: Week 23

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank			
was	eat	think	gave
around	tell	our	once

1. I am going to walk _____ the block.
2. I _____ had a dog.
3. Can you _____ me where to go?
4. I _____ it is time to go now.
5. Did you _____ all of your food?
6. Can you play at _____ house?
7. I _____ the cat some food.
8. My friend _____ not at school today.

Reading Assessment: Week 24

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank			
came	ate	his	fall
found	draw	ask	out

1. My friend and I like to _____.
2. Did he let you ride _____ bike?
3. She gave _____ the books.
4. I _____ a frog by my house.
5. _____ your mom if you can come.
6. Did you _____ down?
7. My mom _____ home late today.
8. Your dog _____ my snack!

Reading Assessment: Week 25

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank			
going	got	made	write
into	new	stop	would

1. Will you _____ your name for me?
2. My friend _____ me mad.
3. I am _____ out to play now.
4. _____ jumping on the bed!
5. I _____ three new fish today.
6. Do not let the dog go _____ your room.
7. Did you see my _____ hat?
8. _____ you like an apple?

Reading Assessment: Week 26

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank			
together	sit	best	off
small	over	long	were

1. Did you find my _____
brown puppy?
2. You are my very _____ friend!
3. Did you see that _____ snake?
4. Do not take your shoes _____.
5. Can I _____ on your lap?
6. They _____ going to the park.
7. We can do our work _____.
8. Are you going to come _____
to my house?

Reading Assessment: Week 28

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank

thank	school	never	know
but	own	fly	much

1. Are you going to _____ today?
2. I _____ went to that store.
3. _____ you for the ride.
4. I _____ how to read.
5. Can you _____ like a bird?
6. I want to stay up, _____ I am sleepy.
7. I like to eat apples very _____.
8. I can do my _____ work.

Reading Assessment: Week 29

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank

which	try	under	open
always	must	just	buy

1. My cat is _____ the rug!
2. We _____ go to school this way.
3. My dad _____ got here.
4. _____ puppy do you want?
5. What time does the store _____?
6. Will you _____ me a new bike?
7. Did you _____ to read the book?
8. _____ we walk so fast?

Reading Assessment: Week 30

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank

before	then	after	many
its	from	cut	shall

1. I can't see the clock _____ here.
2. What _____ we have for lunch?
3. How _____ cats do you have?
4. My dog ran _____ the ball.
5. Five comes _____ six.
6. The school had _____ flag up.
7. Pick some flowers and _____
put them in water.
8. Will you help me _____ the grass?

Reading Assessment: Week 31

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank				
again	pull	myself	may	better
live	does	warm	first	goes

1. It is _____ in here.
2. Where do you _____?
3. _____ your friend live far away?
4. If you take a nap, you will feel _____.
5. I would like to hear that song _____.
6. I don't want to play all by _____.
7. _____ we play with your ball?
8. Will you _____ me on the sled?
9. My mom _____ to work.
10. I was the _____ one at school today.

Reading Assessment: Week 32

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank				
their	kind	pick	so	clean
start	hurt	only	been	right

1. My mom is going to _____ me up.
2. I _____ have one fish.
3. Did you _____ to read this book?
4. I would like to go home _____ now.
5. _____ house is brown.
6. I got a cut and it _____!
7. Look how _____ her desk is!
8. What _____ of cake do you like?
9. You have _____ many dogs!
10. Have you ever _____ to the zoo?

Reading Assessment: Week 33

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank				
every	hold	because	well	wash
these	done	show	those	both

1. I am _____ with all my work.
2. _____ me what you did today.
3. Will you _____ my bag?
4. I am sad _____ my dog ran away.
5. My friend takes a nap _____ day.
6. _____ your hands before we eat.
7. I lost _____ of my socks!
8. Are _____ your books?
9. I am not feeling _____.
10. _____ are not my shoes.

Reading Assessment: Week 34

Name _____

Date _____

Complete each sentence below.
Use the words in the Word Bank.

Word Bank				
bring	sing	light	wish	saw
carry	full	round	grow	soon

1. I am going to bed _____.
2. I like to _____.
3. We _____ a lion at the zoo.
4. Do you want me to _____ your book bag?
5. Did you turn off the _____?
6. I _____ I had a pet.
7. Please _____ me my hat.
8. When I _____ up, I want to be a teacher.
9. My cup is _____ of milk.
10. A ball is _____.

Spelling Assessment: Template 1

WEEK

Name _____

Date _____

Write each word that your teacher reads.

1.

2.

3.

4.

5.

Spelling Assessment: Template 2

WEEK

Name _____

Date _____

Write each word that your teacher reads.

1.

2.

3.

4.

5.

**Bonus
Word**

Spelling Assessment: Template 3

WEEK

Name _____

Date _____

Write each word that your teacher reads.

1.

2.

3.

4.

5.

6.

Spelling Assessment: Template 4

WEEK

Name _____

Date _____

Write each word that your teacher reads.

1.

2.

3.

4.

5.

6.

7.

**Bonus
Word**

Spelling Assessment: Template 5

WEEK

Name _____

Date _____

Write each word that your teacher reads.

1.

2.

3.

4.

5.

6.

7.

8.

Spelling Assessment: Template 6

WEEK

Name _____

Date _____

Write each word that your teacher reads.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Quarterly Sight Word Assessment: Week 9

(page 1 of 2)

Name _____

Date _____

Read the words.

I

run

and

here

the

my

we

a

dog

all

not

us

can

is

big

call

what

cat

play

like

little

to

jump

you

Quarterly Sight Word Assessment: Week 9

(page 2 of 2)

Name _____

Date _____

Read the words.

do

will

want

am

funny

house

are

in

he

let

with

said

she

come

pretty

no

make

see

me

40–43 words correct—Excellent

30–39 words correct—Satisfactory

20–29 words correct—Needs Improvement

Fewer than 20 words correct—Has Significant Difficulty

Score: _____
43

(Teacher Note: Highlight words read correctly.)

Quarterly Sight Word Assessment: **Week 18**

(page 1 of 5)

Name _____

Date _____

Read the words.

I	run
and	here
the	my
we	a
dog	all
not	us
can	is
big	call
what	cat
play	like
little	to
jump	you

Quarterly Sight Word Assessment: **Week 18**

(page 2 of 5)

Name _____

Date _____

Read the words.

do

house

want

in

funny

let

are

said

he

come

with

no

she

see

pretty

help

make

ride

me

find

will

work

am

there

Quarterly Sight Word Assessment: **Week 18**

(page 3 of 5)

Name _____

Date _____

Read the words.

*Sunday

any

keep

or

away

did

ran

too

can't

*Tuesday

this

your

on

say

if

when

*Monday

go

good

that

have

hot

read

look

Quarterly Sight Word Assessment: **Week 18**

(page 4 of 5)

Name _____

Date _____

Read the words.

*Wednesday

brown

put

black

friend

green

it

white

be

orange

get

purple

where

pink

at

*Friday

*Thursday

today

blue

cold

yellow

now

red

yes

Quarterly Sight Word Assessment: **Week 18**

(page 5 of 5)

Name _____

Date _____

Read the words.

who

sleep

about

give

an

use

*Saturday

how

up

as

they

100–107 words correct—Excellent

80–99 words correct—Satisfactory

50–79 words correct—Needs Improvement

Fewer than 50 words correct—Has Significant Difficulty

Score: _____
107

(Teacher Note: Highlight words read correctly.)

Quarterly Sight Word Assessment: **Week 27**

(page 1 of 8)

Name _____

Date _____

Read the words.

I

run

and

here

the

my

we

a

dog

all

not

us

can

is

big

call

what

cat

play

like

little

to

jump

you

Quarterly Sight Word Assessment: **Week 27**

(page 2 of 8)

Name _____

Date _____

Read the words.

do

house

want

in

funny

let

are

said

he

come

with

no

she

see

pretty

help

make

ride

me

find

will

work

am

there

Quarterly Sight Word Assessment: **Week 27**

(page 3 of 8)

Name _____

Date _____

Read the words.

*Sunday

any

keep

or

away

did

ran

too

can't

*Tuesday

this

your

on

say

if

when

*Monday

go

good

that

have

hot

read

look

Quarterly Sight Word Assessment: **Week 27**

(page 4 of 8)

Name _____

Date _____

Read the words.

*Wednesday

brown

put

black

friend

green

it

white

be

orange

get

purple

where

pink

at

*Friday

*Thursday

today

blue

cold

yellow

now

red

yes

Quarterly Sight Word Assessment: **Week 27**

(page 5 of 8)

Name _____

Date _____

Read the words.

who

please

about

for

an

down

*Saturday

him

up

her

they

why

sleep

upon

give

could

use

walk

how

has

as

take

fast

of

Quarterly Sight Word Assessment: **Week 27**

(page 6 of 8)

Name _____

Date _____

Read the words.

laugh

four

drink

seven

far

two

had

eight

don't

three

some

one

them

five

very

ten

went

six

old

around

by

was

nine

tell

Quarterly Sight Word Assessment: **Week 27**

(page 7 of 8)

Name _____

Date _____

Read the words.

eat

fall

think

going

our

into

gave

stop

once

write

came

got

found

new

out

would

his

together

ask

made

draw

over

ate

best

Quarterly Sight Word Assessment: **Week 27**

(page 8 of 8)

Name _____

Date _____

Read the words.

long

sit

off

were

small

150–173 words correct—Excellent

126–149 words correct—Satisfactory

76–125 words correct—Needs Improvement

Fewer than 76 words correct—Has Significant Difficulty

Score: _____
173

(Teacher Note: Highlight words read correctly.)

Quarterly Sight Word Assessment: **Week 35**

(page 1 of 10)

Name _____

Date _____

Read the words.

I

run

and

here

the

my

we

a

dog

all

not

us

can

is

big

call

what

cat

play

like

little

to

jump

you

Quarterly Sight Word Assessment: **Week 35**

(page 2 of 10)

Name _____

Date _____

Read the words.

do

house

want

in

funny

let

are

said

he

come

with

no

she

see

pretty

help

make

ride

me

find

will

work

am

there

Quarterly Sight Word Assessment: Week 35

(page 3 of 10)

Name _____

Date _____

Read the words.

*Sunday

any

keep

or

away

did

ran

too

can't

*Tuesday

this

your

on

say

if

when

*Monday

go

good

that

have

hot

read

look

Quarterly Sight Word Assessment: **Week 35**

(page 4 of 10)

Name _____

Date _____

Read the words.

*Wednesday

brown

put

black

friend

green

it

white

be

orange

get

purple

where

pink

at

*Friday

*Thursday

today

blue

cold

yellow

now

red

yes

Quarterly Sight Word Assessment: Week 35

(page 5 of 10)

Name _____

Date _____

Read the words.

who

please

about

for

an

down

*Saturday

him

up

her

they

why

sleep

upon

give

could

use

walk

how

has

as

take

fast

of

Quarterly Sight Word Assessment: **Week 35**

(page 6 of 10)

Name _____

Date _____

Read the words.

laugh

four

drink

seven

far

two

had

eight

don't

three

some

one

them

five

very

ten

went

six

old

around

by

was

nine

tell

Quarterly Sight Word Assessment: **Week 35**

(page 7 of 10)

Name _____

Date _____

Read the words.

eat

going

think

into

our

stop

gave

write

once

got

came

new

found

would

out

together

his

made

ask

over

draw

best

ate

long

fall

off

Quarterly Sight Word Assessment: Week 35

(page 8 of 10)

Name _____

Date _____

Read the words.

small

must

sit

try

were

open

thank

buy

but

just

never

under

know

before

much

its

fly

then

school

from

own

after

which

cut

always

many

Quarterly Sight Word Assessment: **Week 35**

(page 9 of 10)

Name _____

Date _____

Read the words.

myself

kind

shall

hurt

live

clean

warm

pick

pull

only

may

right

does

been

again

so

first

start

better

every

goes

because

their

these

Quarterly Sight Word Assessment: **Week 35**

(page 10 of 10)

Name _____

Date _____

Read the words.

hold

saw

done

wish

both

soon

show

grow

those

light

well

round

wash

sing

bring

full

carry

200–237 words correct—Excellent

151–199 words correct—Satisfactory

101–150 words correct—Needs Improvement

Fewer than 101 words correct—Has Significant Difficulty

Score: _____
237

(Teacher Note: Highlight words read correctly.)

Choose the Correct Word

1. Do you see the big _____?

☐ come

☐ said

☐ house

2. Please _____ me in the house!

☐ let

☐ no

☐ in

3. Do you want to _____ with me?

☐ come

☐ said

☐ he

4. "You can play with the cat,"
she _____.

☐ like

☐ house

☐ said

5. _____, you cannot jump on
the bed!

☐ No

☐ We

☐ In

6. The dog is _____ the house.

☐ and

☐ in

☐ said

Fill in the Blanks

Word Bank

keep

ran

this

if

away

can't

on

Monday

1. My pretty little cat ran
_____.
2. Can I _____ this dog?
3. I _____ run in the house.
4. She _____ to her friend.
5. Is the hat _____ the cat?
6. On _____, I will play
with my friend.
7. _____ is not my coat.

Choose the Correct Word

1. This is a _____ book.

☐ good

☐ ride

☐ play

2. Do you _____ any apples?

☐ not

☐ she

☐ have

3. I can _____, too!

☐ dog

☐ funny

☐ read

4. I do not have _____ cats.

☐ any

☐ help

☐ jump

5. She wants a dog _____ a cat.

☐ like

☐ or

☐ pretty

6. _____ you do your work?

☐ Find

☐ Did

☐ Me

7. I want to play ball on _____.

☐ too

☐ jump

☐ Tuesday

Unscramble the Sentences

1. outside. It hot is not

2. Your can run dog fast!

3. do I like house. not that

4. He go with wants to you.

5. funny at little Look that cat.

6. mom My will Wednesday. come on

7. that? did say you When

Fill in the Blanks

Word Bank

your

when

look

that

say

go

hot

Wednesday

1. What did you _____?
2. Do you want _____ big dog?
3. Do you want to _____
to her house?
4. My friend can come to my
house on _____.
5. Put _____ book in your bag.
6. My pie is _____.
7. _____ are you going
to work?

Choose the Correct Word

1. I want to be your _____.

☐ help

☐ keep

☐ friend

2. _____ did you put my bat?

☐ Where

☐ Ride

☐ Want

3. _____ is not hot in here.

☐ My

☐ That

☐ It

4. _____ your coat down here.

☐ Put

☐ It

☐ At

5. Did you make this _____
your house?

☐ this

☐ it

☐ at

6. Do you want to _____ my friend?

☐ pretty

☐ at

☐ be

7. Please _____ my book.

☐ get

☐ friend

☐ Thursday

Fill in the Blanks

Word Bank

today

now

who

an

cold

yes

about

Friday

1. What are you talking _____?
2. It is _____ in the house.
3. She is seven _____.
4. _____ wants to go to the mall?
5. Can I go to the store _____?
6. She wants _____ apple for lunch.
7. I am going for a ride with my friend on _____.

Word Search

Word Bank

who

an

today

now

about

yes

cold

Friday

a h w p o e w h o q
 e c f r i d a y a p
 g y y e s f c b o v
 q g e n l a f s q x
 n a z b t o d a y r
 h n t c l w d l c f
 p v r i y c n i o j
 f u d g p k o k l e
 j h i e r c w t d u
 a b o u t b u b z x

Word Search

Word Bank

give

use

how

as

sleep

up

they

Saturday

a u p u l t h a v s
 j c e z m b i u e z
 n b m x h s d s i k
 s h j c o l f e y w
 a s t a w n d n u r
 s a t u r d a y j t
 k i e b a c r d q h
 v c s l e e p m z e
 h p x e v i a f p y
 w l q y p g i v e a

Fill in the Blanks

Word Bank

for

fast

him

why

please

down

her

upon

1. _____ are you playing with that dog?
2. Will you _____ help me find my book?
3. The cat and dog can run _____.
4. Can we go to the mall with _____?
5. She has a note _____ him.
6. Do you want to put your bag _____ here?
7. What did you say about _____?

Story Time

Brad's Game

Brad is nine years old. He plays baseball. He has a game every Saturday. Brad is a good player. One Saturday he got sick and could not play in his game. Brad was mad. He did not want to take his medicine. Brad's mother said, "You have to take your medicine if you want to feel better." Finally, Brad took his medicine. It made him feel better. The next Saturday, Brad played in his game and hit three home runs!

Story Time Questions: Brad's Game

1. How old is Brad?

2. What game does Brad play?

3. Why did Brad miss his game?

4. Why was Brad mad?

5. What made Brad feel better?

6. What happened when Brad played
baseball again?

Story Time

The New Kitten

One day, Tad's mother said, "The cat next door had kittens. The kittens need homes. Would you like a kitten for a pet?"

"Yes!" said Tad. He went to see the kittens. One kitten was orange. One kitten was white. The last kitten was gray. Tad picked up the gray kitten. "Would you like to come home with me?"

"Meow!" said the gray kitten. So Tad took her home. He gave the little kitten some food to eat. That night, Tad put the kitten in a basket next to his bed. "Good night, Smokey," said Tad. Smokey purred and went to sleep.

Story Time Questions:

The New Kitten

1. What did Tad's mother tell him?

2. What color kitten did Tad pick?

3. What did Tad give the kitten?

4. What did Tad name the little kitten?

5. Where did the kitten go to sleep?

Fill in the Blanks

Word Bank

three	seven	one	two	eight
nine	ten	four	five	six

1. An octopus has _____ long legs.
2. I read that all triangles have _____ sides.
3. A cat has _____ legs.
4. We have _____ fingers.
5. _____ rhymes with *fix*.
6. I have _____ feet.
7. Eight minus one is _____.

Word Search

Word Bank

one	three	five	seven	nine
two	four	six	eight	ten

l o r p m o d e g h i
 c n u z t a z i w f o
 x e p e f y p g i t k
 q l o y i m a h p h u
 u n b r v r k t m r x
 t e n c e e x v d e t
 j u f n q t w o j e k
 s e v e n q g l s l s
 v k g i w o r s p w i
 f o u r b e h j d c x
 s n i o u v n i n e m

Fill in the Blanks

Word Bank

around

tell

think

our

was

eat

gave

once

1. What do you want to _____?
2. Do you _____ you can go with me?
3. She once _____ me a pretty picture.
4. I want to look _____.
5. _____ class is going to the park.
6. Can you please _____ me the time?
7. He _____ not at home last night.

Replace a Word

Word Bank

came	his	out	draw
ask	fall	found	ate

1. I want to **sleep** a pretty picture for you.

2. That is not **read** ball.

3. **Give** your mom if you can go with me.

4. We are going to eat **very**.

5. I **fast** my three books.

6. My friend **must** over today.

7. I **think** a good lunch.

Fill in the Blanks

Word Bank

going	stop	write	made
into	got	new	would

1. Is that a _____ shirt?
2. We are _____ to the park.
3. Do you think the rain will
_____ today?
4. Can you _____ your name?
5. I _____ a new book to read.
6. She _____ two dollars
selling lemonade.
7. Come _____ the house
before it rains.

Unscramble the Sentences

1. this morning. made my bed I

2. would a new toy. like I

3. name paper. Write on the your

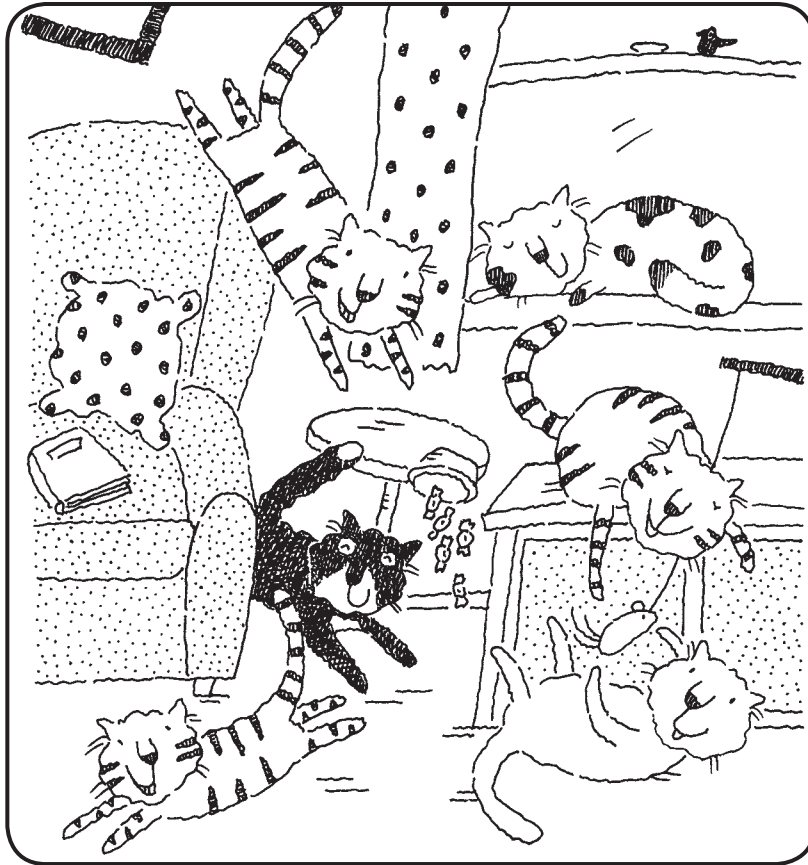
4. two dolls birthday. She her for got

5. light. Stop at red the

6. into cookies oven. Put the the

7. going am I outside. play to

Describe a Picture



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.

Word Search

Word Bank

thank

much

but

school

never

fly

know

own

m r e t u r o f e t
 w c y h a f m u c h
 f n b a v b z m u w
 l g a n e v e r l o
 y i l k w p x b a s
 s e c r s c h o o l
 t n u h m d u k c f
 i b k f a w r n l e
 h u a c k e j o w n
 t t e b n w d w k p

Replace a Word

Word Bank

which	try	under	just
always	must	open	buy

1. Do you cat do your work at school?

2. My father is going to pull me a new toy.

3. You go always try your best.

4. Where one of you likes apples?

5. Her ball is don't the car.

6. Did you any to tie your shoes?

7. Will you please sleep your book?

Story Time

The Big Move

Tim and his family were moving to New York City. Tim was very sad. He did not want to leave his friends. He did not want to move to a big city. Tim liked living in the country. Tim's friends gave him a going-away party. That made him happy.

The children played games and ate popcorn and pretzels. Everyone had fun. All of Tim's friends gave him a gift so that he would always remember them. Tim told his friends "thank you" and promised that he would write to them every week. His friends said that they would visit him in New York City when school got out for the summer.

Story Time Questions: The Big Move

1. Who was moving?

2. How did Tim feel about moving?

3. Where was Tim moving?

4. Where did Tim like living?

5. Who gave Tim a party?

6. What did Tim promise his friends?

Choose the Correct Word

1. Brush your teeth _____ you go to bed.
☐ put ☐ before ☐ around
2. How _____ pets do you have?
☐ little ☐ jump ☐ many
3. Did the dog find _____ bone?
☐ its ☐ your ☐ our
4. I got a funny letter _____
my grandmother.
☐ where ☐ from ☐ will
5. Do your work and _____ you
may play.
☐ then ☐ this ☐ that
6. What shall we do _____ lunch?
☐ could ☐ away ☐ after
7. Will you _____ my sandwich for me?
☐ hot ☐ cut ☐ made

Replace a Word

Word Bank

again	live	does	first	better
myself	pull	warm	may	goes

1. Never here a dog's tail.

2. Are you in the very grade?

3. Do you one in the city?

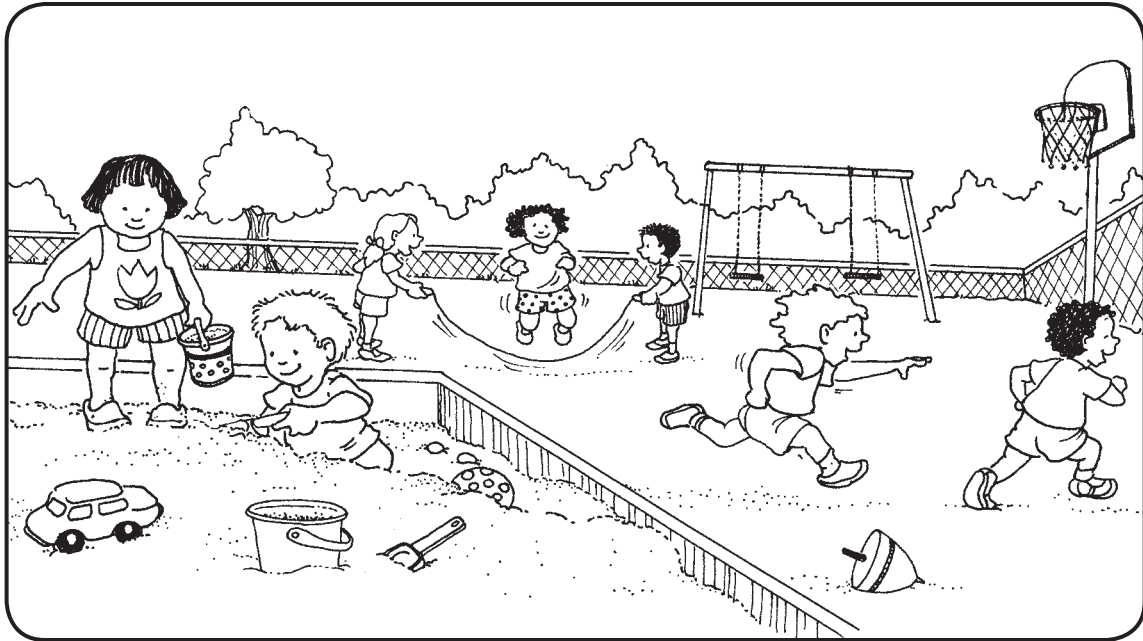
4. Today I use some of your glue?

5. I know how to dress made.

6. Please sing that found.

7. My friend fall to school every day.

Describe a Picture

This image shows a full page of handwriting practice paper. It contains ten identical sets of horizontal guidelines arranged vertically. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

Story Time

The Picnic

Sal and his friends went to the lake for a picnic. They took sandwiches, grapes, and cookies. They also took their fishing poles. While Sal's friends were fishing, Sal went to get the picnic lunch. He found two beavers eating the grapes! Sal called to his friends. They jumped up and chased the beavers around the lake while Sal stayed with the rest of the food. The beavers outran both boys. As the boys sat down to eat, they saw a squirrel looking at their cookies. "Oh, no!" said Sal.

Story Time Questions:

The Picnic

1. Who went on a picnic?

2. What did Sal and his friends take on their picnic?

3. What happened to the grapes?

4. How many friends went on the picnic with Sal?

5. What did the boys eat for lunch?

6. Why did Sal say, "Oh, no!"?

Replace a Word

Word Bank

every	these	both	well	because
hold	done	show	wash	those

1. Are you feeling away today?

2. Can I pretty your hand?

3. I am going to big my dog.

4. She gave yellow of them some apples.

5. Did you house her your pretty dress?

(continued)

Replace a Word (continued from previous page)

Word Bank

every	these	both	well	because
hold	done	show	wash	those

6. And are not my boots.

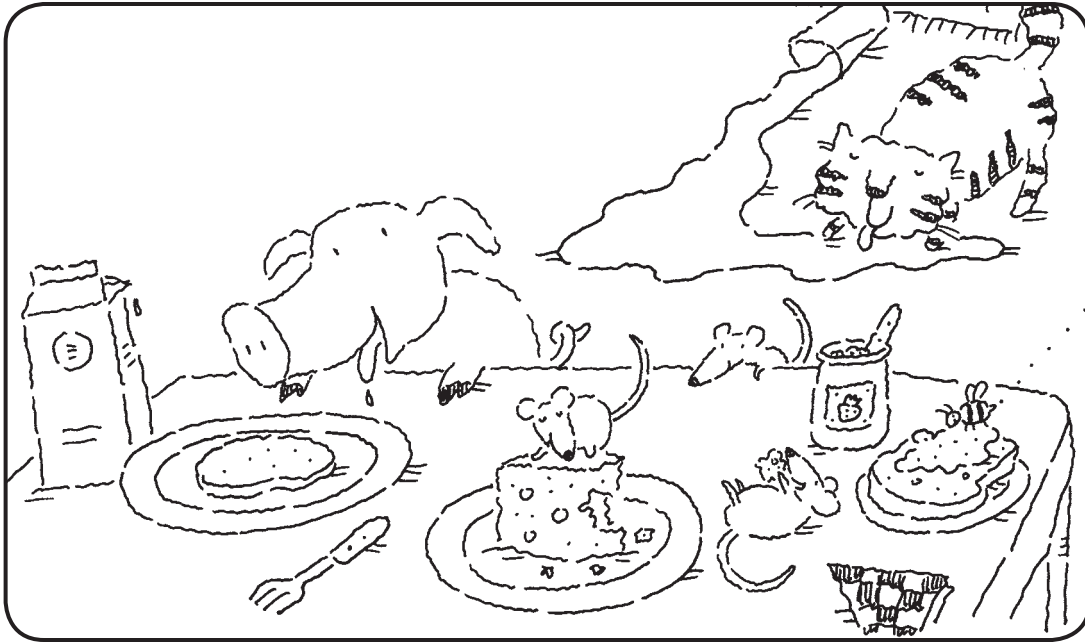
7. He can't go outside make he didn't
eat dinner.

8. You can take does books.

9. Let me know when the cookies are cat.

10. Funny boy in this class has on sneakers.

Describe a Picture

[illegible]

Word Search

Word Bank

carry	sing	grow	bring	round
light	saw	soon	wish	full

b r i n g w z p k g
 c u w d i u c h o r
 r j s o o n t n i o
 o n c a c a r r y w
 u b f d e k b x s t
 n i s a w l c w g l
 d k i v r i z i e t
 v o n m d g e s c f
 n r g x w h g h b a
 f u l l u t h f s m

Fill in the Blanks

Word Bank

carry	light	sing	round	full
bring	wish	saw	grow	soon

1. Her basket is _____ of pretty flowers.
2. Will you please _____ back my book?
3. I want you to _____ a song with me.
4. We _____ three birds sitting in a tree.
5. I _____ that I had two little dogs.
6. How did your plant _____ so big?
7. Why is your book bag so _____?