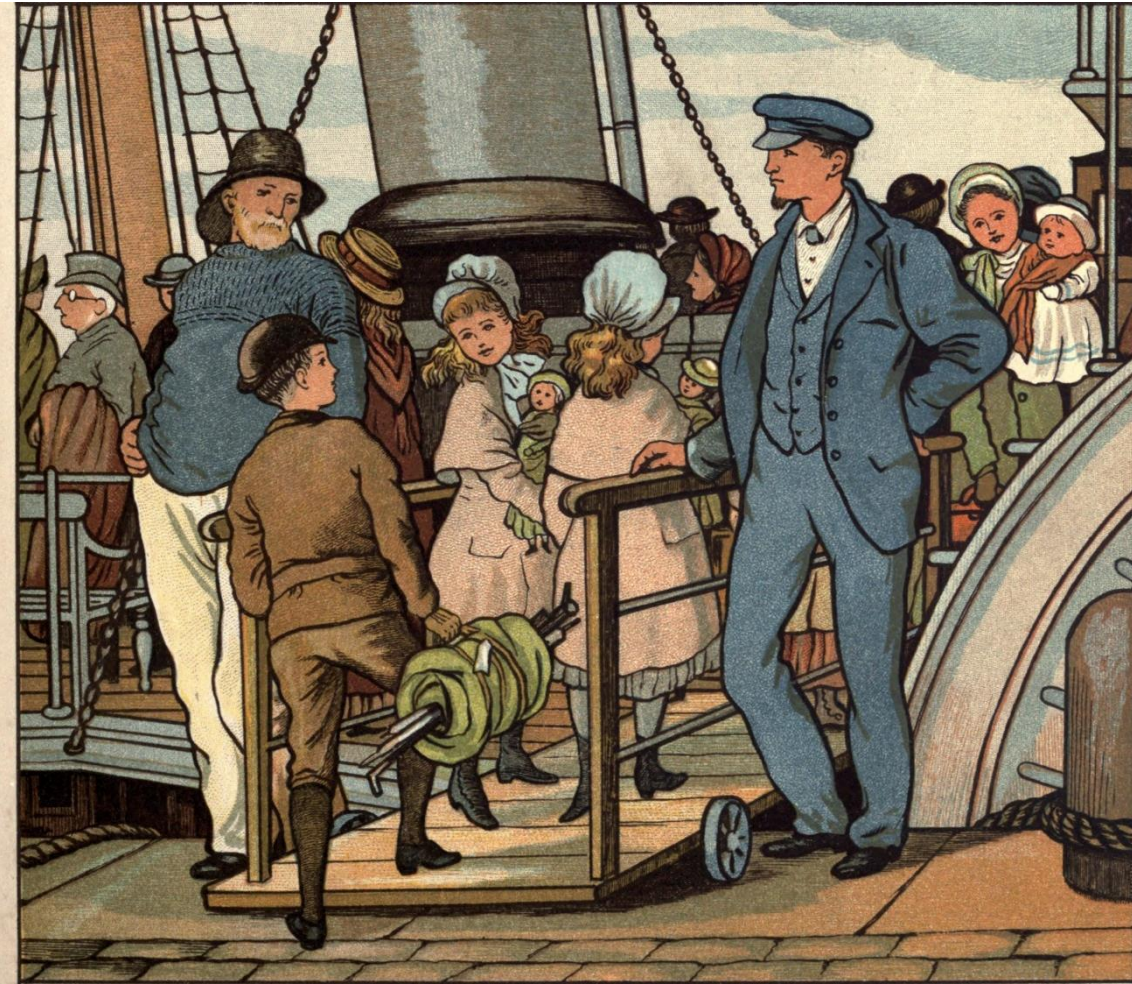


Spelling/phonics

Lesson 1

- Students will: identify and write rhyming words with the long A sound
- What do you see happening in the picture?



- Read the accompanying poem, *Abroad*.

Then at the Folkstone harbor, down they go
Across the gangway to the boat below;
Mabel and Rose just crossing you can see,
Each holding her new doll most carefully.

Nellie, Miss Earle, and Bertie too appear,
Whilst Dennis, with the rugs, brings up the rear.
May looks behind her with an anxious air,
Lest Father, at the last, should not be there.

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Our children once on board, all safe and sound,
Watch with delight the busy scene around.
The noisy steam-pipe blows and blows away, -
“Now this is just the noise we like,” they say.

But while the turmoil loud and louder grows,
“I’m glad the wind blows gently,” whispers Rose.
And as the steamer swiftly leaves the quay,
Mabel and Dennis almost dance with glee.

- Ask your child what happened during the poem.
 - It appears a family is going on some sea voyage.
- Ask your child to listen for the rhyming words at the end of each of the first two lines. Read the first two lines again.
 - GO rhymes with BELOW.
- Read the poem again and ask your child to listen for rhyming A sound words. For example, the word DAY has an A sound. We call it the long A sound. Ask your child for words that rhyme with DAY.
 - say, play, may, bay, ...
 - Tell your child to stop you when they hear the two rhyming long A sound words.
 - away and say
- Lesson 1 worksheet
 - They will be writing rhyming words. Give them the hint to cross off each word that they use to help them find what words are still left over.

Sequencing Stories – Spelling/Phonics

Lesson 12 (scissors)

- Students will: identify the sequence of a story
- Read the story of *The Boy Who Cried Wolf* to your child. This version was written by Tina Rutherford.

Once there was a boy whose family helped take care of the village sheep. One day, the boy’s father told him it was his turn to watch the sheep. He needed to stay with the sheep all night. If a wolf came during the night, all he needed to do was yell, “WOLF!” and the villagers would come help him fight the wolf away and keep the sheep safe.

The boy went out that night excited to help keep the village sheep safe. He wanted to do the best that he could do. The boy decided the villagers needed to practice a wolf drill. He wanted to be sure they were ready to help him if a wolf came. So he decided to yell, “WOLF!” even though there was no danger. Of course, all of the villagers came running. “Where is the wolf?” they asked. “We will fight him away!”

“There is no wolf,” the boy replied. “It was just a wolf drill.”

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“A wolf drill?” they all murmured, walking back to their homes.

The boy’s father told his son not to have any more drills. “The villagers know what to do, son. They don’t need a drill. Don’t call for help unless you really need it.”

The boy went back to his job of guarding the sheep, a little hurt that his wolf drill idea hadn’t been better received. As he looked up over the flock, he thought he saw the shadow of a wolf. “WOLF!” he yelled immediately.

Once again, the villagers came running. “Where is the wolf?” they asked. “We will fight him away!”

“Over there!” the boy replied. “I saw his shadow.”

The villagers searched and searched, but never found a wolf. “It’s just the shadow of a bush,” they told him. Wearily, they once again returned to their homes.

Hours passed and the boy diligently kept watch over the sheep. Suddenly, he saw a creature sneaking in from the trees. He waited until he was sure, but it most definitely was a wolf. “WOLF!” the boy shouted, and waited for help to arrive. As the wolf crept closer to the flock, no villagers emerged from their homes. “WOLF! WOLF! WOLF!” he tried again. But no one came. The boy’s false alarms had led them to believe he was once again calling for help when no help was needed. The wolf got away with one of the sheep that night, and the boy learned a hard lesson about his responsibility as a shepherd.

- Lesson 12 worksheet
 - Cut out the blocks and order them in the order of what happened in the story.

Lesson 13

- Students will: practice spelling words in the AN family
- Lesson 13 worksheet
 - They will copy the words and then draw a line to match them to the pictures.
 - There is a sentence to copy.

Lesson 14

- Students will: find their spelling words
- Lesson 14 worksheet
 - They will find the words from Lesson 13 in a word search puzzle. If they aren’t sure of a word, they can turn back the page to see the words written.
 - There is also a sentence to copy.

Lesson 89

- Students will: identify onomatopoeia and use it in a sentence

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- Brainstorm with your child words that make the sound they name. The examples on their worksheet for today are tap, buzz, pop, swish. Can you say all of those and make them sound like what they are saying? Can you think of more? These are words you would say in a fun way if you were reading to children.
 - burp, drizzle, splat, bam, boom, hush, achoo, crash, plink, etc.
 - There are lots of them. You can easily come up with more by listing animal sounds: moo, oink, baa, etc.
- Lesson 89 worksheet
 - They will copy the sentence there and then write their own sentence with a sound word.
 - This would be a good one to read aloud or to have your child read aloud.

Lesson 90

- Students will: write a sentence using onomatopoeia
- Lesson 90 worksheet
 - They will read the sound words out loud, saying it like the sound.
 - Then they can write their own sentence. If your child can't think of a word, read through the examples from Lesson 89.

Lesson 91

- Students will: learn about setting
- Introduce the term setting.
 - Have your child think about a book they are reading for school or a favorite book or story they know.
 - Ask your child where it takes place. Can they picture it? What country does it take place in? State? City? Does it mostly take place in a house or in a park, etc.
 - Setting is also when a story takes place. Ask your child when the story takes place. Is it modern day or long ago?
- Lesson 91 worksheet
 - They will draw a picture of the setting of the story.

Lesson 110

- Students will: practice spelling, capitalization, writing sentences with quotation marks and exclamation points
- Lesson 110 worksheet
 - Ask your child which words in a sentence need to be capitalized.
 - I, first letter, names
 - Your child will find the words that need to be capitalized.
 - There's a sentence to copy and a spelling list.

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- Give your child the words as usual.
 - try, moon, barn, grew, going, stop, farther, help, lock, pit, strike, clock, dogs (There are two more blanks.)
 - Show your child the correct spelling of any incorrectly spelled words.
 - Have your child write correctly those words on the blanks provided or in other space on the page.

Lesson 111

- Students will: practice the SH blend, be introduced to the concept of nouns
- Introduce the concept of a noun.
 - A **noun** is a person, place, or thing. Those types of words, words that are people places or things, we call **nouns**. Here are some nouns: girl, downtown, ball. That was a person, a place, and a thing. They are all **nouns**. Susan, Philadelphia and the Pentagon are also a person, a place, and a thing. They are all **nouns**.
 - Have your child list people, then places, then things, all nouns.
- Lesson 111 worksheet
 - Your child will identify the nouns on the page.
 - If your child is unsure in starting, choose a fish and ask if it's a person? a place? a thing? and guide them through thinking about each one until they get the hang of it.
 - There are words to copy. Ask your child what all the words have in common.
 - They all begin with SH.
 - Ask your child what sound the SH makes.
 - shhhh

Lesson 137

- Students will: form plurals using S and ES
- The new spelling rule for today is that when a word ends with an X, SS, SH, or CH, then you add ES instead of just S.
- Lesson 137 worksheet
 - They will have to look at each word and see how it ends. If it ends in an X, SS, SH, or CH then they will add ES, otherwise, just S. The list of endings is on their page for them to refer to.
 - They will be copying plural nouns onto the lines provided.

Lesson 138

- Students will: form plurals from nouns ending with Y
- Teach the difference between consonants and vowels.
 - The alphabet is made up of vowels and consonants.
 - The vowels are A E I O U.
 - The consonants are everything else.
- Practice with consonants and vowels.
 - Tell your child different letters and ask if they are consonants or vowels.

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- B, consonant
- I, vowel
- L, consonant
- S, consonant
- E, vowel
- etc.
- Teach your child the rules of making plurals when the words end with Y.
 - When there is a vowel before the Y, they will just add an S to make it plural.
 - Here's the trick though! If there is not a vowel before the Y, if the letter before it is a consonant, then you change the Y to an I and add ES.
- Lesson 138 worksheet
 - You might want to suggest underlining all the vowels where they come before the Y.
 - Those words will just need an S.
 - For the others, they can cross out the Y and write in IES.
 - They will also be copying plural nouns onto the lines provided.

Lesson 139

- Students will: form plurals, identify pronouns
- Introduce pronouns.
 - A pronoun is a word that replaces nouns in a sentence.
 - You could say, "The book belongs to Peter," or you could say, "The book belongs to him." Who's him?
 - Peter
 - The word HIM replaced PETER in the sentence.
 - Try it this way with your child as well. Ask your child to listen for what word we replaced. "The book belongs to Peter," and "It belongs to Peter."
 - The word BOOK was replaced by IT.
 - Try one word. Ask your child what word is used to replace MAYA in the sentence. "Maya called her puppy to come." "She called her puppy to come."
 - SHE replaced MAYA.
- Lesson 139 worksheet
 - You might want to suggest your child start with the bottom of the page since you just talked about pronouns. They are to look for pronouns, words that are used to replace nouns in a sentence.
 - Then they can work on forming plurals. Let them know they can turn back the pages in their workbook to be reminded of the rules.