

Date:	Day 1 <sub>1</sub>	Day 2 <sub>2</sub>	Day 3 <sub>3</sub>	Day 4 <sub>4</sub>	Day 5 <sub>5</sub>
<b>Spelling</b>					
<b>Words</b>	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!	
<b>Reading Instruction</b>					
<i>I Can Read It!</i> Word Lists	Lesson 1				
<b>Activity</b>	Demonstrate How to Read				
<b>Optional:</b> <i>Explode the Code 1</i>	Pretest pp. 1–2	pp. 3–5	pp. 6–7	pp. 8–9	
<b>Handwriting</b>					
<i>Handwriting Without Tears 1 : My Printing Book</i>	pp. 4–7 [N]		pp. 8–9 [N]		
<b>Readers</b>					
<i>I Can Read It! Book 1</i>	“Pat” p. 1	“A Mat and a Hat” p. 3	“A Cat on a Hat” p. 4	“A Flat Hat” pp. 5–6	
<b>Creative Expression</b>					
	A: Copywork	B: Capitalization	C: Pat the Rat	Match Initial Letter Sounds	
<b>Other Notes</b>					

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[N] Special Note to Mom or Dad

*Weekly Overview***Spelling:** short *a* words; the**Reading Instruction:**Demonstrate How to Read: practice reading; anticipating punctuation; capitalization; memorizing sounds**Creative Expression:**Capitalization: capital letters; write your namePat the Rat: brainstorm; imaginative writingMatch Initial Letter Sounds: letter sound recognition

## General Reading Instruction

Phonics teach your children to read by sounding out letters to put together words. We chose this method because children can learn it, it develops better spellers, and you never get stuck on a word because you just sound it out.

Please skim the Introduction to the *I Can Read It!* Word Lists book for a basic overview on how to teach your children to read.

We begin with the short vowel sounds, which cover the majority of words. Each week we link the spelling words to the phonics concept your children focus on in the *I Can Read It!* series. For a quick overview of the phonics your children will study effortlessly through reading and spelling, please see the index at the beginning of the word lists book.

Have your children read the words from the scheduled Word Lists book. We use the word lists to show your children that English follows regular patterns.

## Day 1

## Spelling

**Introduce the Words**

We pull all spelling words from this year's Readers in order to facilitate learning. As you work through your other activities during the week, highlight and review each week's new words and letter sounds as they surface in the games and activities you play.

For more information about teaching phonics and spelling, we have included "Basic Phonics for Spelling Rules" in **Section Three** as a helpful resource in teaching phonics this year.

Each week, talk through the Sight Words individually, as they do not adhere to common spelling rules. Since sight words are frequently used in early readers, helping

your children memorize these words early will help them decode the "anomaly words" in the books they read.

**Overview**

Introduce the spelling rule to your children, and then have them write each of this week's words in a neatly written list.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat**Sight Word:** the

**Rule:** Vowels surrounded by consonants or followed by one or more consonants are usually short: map, bet, hit, toss, bun.

**Together**

Use the prompts that follow to begin today's activity with your children.

**Vowels Surrounded by Consonants**

Spelling is all about using the letters of the alphabet to form words, so let's take a minute to review what we know about the alphabet. How many letters are in the alphabet? (26)

The first letter of the alphabet is ...? (A) The last letter is ...? (Z)

Now remember, some letters are called **vowels**, and some are called **consonants**. Can you name the vowels for me? Hint: There are 5, or sometimes 6, vowels. (*a, e, i, o, u, and sometimes y*)

So if those are the vowels, what are the consonants? Name one for me. (*All of the other letters of the alphabet—ie. c, t, x, etc.*)

Very good! You know a lot about the alphabet already, so I think we're ready to work on spelling. Often, we'll start our spelling lesson for the week by learning about a rule that will help you spell the words on your list.

Did you know that rules are really handy? Rules work like secret codes. So say you want to spell a word you've probably read, but haven't had to spell for a spelling word before. Well, if you know some rules about how the letters of the alphabet fit together to form words, you can probably figure out how to spell the word correctly the first time!

So this week's rule comes in two parts. Here's the whole rule; we'll break it down to understand it in a minute:

Vowels surrounded by consonants or followed by one or more consonants are usually short.

Wow. Let's look at the meaning of the first part:

Vowels surrounded by consonants are usually short.

Here are a few words that follow this rule:

*Write on the board:* map

Name the vowel in this word. (a) Name the consonants. (m, p).

Do you see how the vowel is surrounded by consonants? So that means we say “map” with a short *ă* sound, instead of “mape” with a long *ā* sound. Let’s try another one.

*Write on the board:* hit

*As before, ask your children to point out the vowel and consonants, and then pronounce the word. Continue with other words from this week’s list if they need more practice. If they don’t, feel free to move on.*

Okay, let’s look at the meaning of the second part of our rule:

Vowels followed by one or more consonants are usually short.

Let’s look at some words that follow this rule:

*Write on the board:* toss

(Other words to introduce: mutt, hiss, hall, less, etc.)

*Again, ask your children to identify the vowels and consonants, and then pronounce the word.*

Good work! Let’s practice writing the words on this week’s spelling list together.

#### Activity

Use your remaining time to make a practice list of words with your children.

1. Say the first word aloud and have your children write it down.
2. After they’ve written the word, have your children spell the word aloud to you.
3. Correct them if they misspell something, and then have them erase and write the word one more time, correctly.
4. Then move on to the next word. Include the sight words in the list.

When you complete this activity, you should have a neatly written list of words your child can use to study the spelling words from this week.

### Reading Instruction

Each week, you’ll begin your Reading Instruction by reviewing the word lists in the *I Can Read It! Word Lists* book. Then, each day, work with your children to read the assigned story. When you finish the story, wrap up your session by completing any scheduled activities. Use these activities to reinforce the letter sounds you introduce at the beginning of the week. If your children grasp the concepts and word readily, consider the activities optional.

## *I Can Read It! Word Lists* | Lesson 1

### ☆ Prepare in Advance

Read through the activity that follows so you will be ready to give your children their first reading lesson today. The notes below will give you a few topics to introduce before they begin reading. The section titled “As You Read Together” will help you know how to guide and help your children as they’re reading today’s assignment. Please read it in advance also, so you’re aware of a few things to point out as they read.

#### Overview

First read the *I Can Read It! Word Lists* book. Then have your children read the day’s story from the readers. (The *I Can Read It!* readers are separate books from the word lists.) For example, today’s reading assignment is “Pat” on page 1 in *I Can Read It! Book 1*. Please find comprehension questions and other notes for the reading assignments in the *Level 1 Readers Schedule and Study Guide* (item #1RB).

### Activity | Demonstrate How to Read

#### Get Ready to Read

Before your children read the *I Can Read It!* assignment, review the following with them:

- We read from left to right.
- When reading, don’t think about the names of the letters; focus only on the sounds they make. We read the sounds. We include sound charts that you can refer to in **Section Three**.
- When we read words, we blend the sounds of the letters to make the words.

#### As You Read Together

Here are a few more tips for how to gently guide your children as they read today’s assignment.

- If your children do not know a word, help with the vowel sound, the initial sound and the first syllable. They should reread the complete sentence containing the sticky word as well as any sentence that slows the flow of reading.
- If your children do not stop at periods, tap your finger twice at each period as a reminder.
- Demonstrate how you glance ahead and look for (or notice) a question mark at the end of a sentence even before you read the sentence. Then demonstrate how a sentence that ends with a question mark ought to be read with the voice rising at the end of the sentence.
- Point out that names are always capitalized.
- Some words you could look at all day and not be able to determine their phonetic make up; they just have to be memorized. We’ve underlined them and study them as sight words. If your chil-

dren can not remember a sight word as it comes up in their reading, supply it and have your children continue reading.

If your children guess at a word, help them figure out where they've gone wrong. Say, "You said /b/. /P/a/t/ says pat. What sound does this letter (point to the letter) have?" ("/P/:" "Good! Since the word has that sound (what is it? "/p/"), what should the word be? ..." If your children still miss the sound say "my turn" and demonstrate the correct sound again. Then say, "your turn" and have your children read the word.

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**Optional: Explode the Code 1** | Pretest pp. 1–2

### Handwriting

We offer and recommend *Handwriting Without Tears* for your handwriting program. If you have another handwriting program you are using, please feel free to skip over this section. We schedule *Handwriting Without Tears 1: My Printing Book* for your convenience, but if you purchased a different level you can find the appropriate schedule at [www.bookshark.com/handwriting-schedules](http://www.bookshark.com/handwriting-schedules). If this is your first time using *Handwriting Without Tears* we recommend purchasing the corresponding Teacher's Guide (Item# 1L171).

**Handwriting Without Tears 1** | pp. 4–7

**Note to Mom or Dad:** Read pp. 4–6.

On page 7, encourage your children to doodle as the page directs.

### Vocabulary Development

Our vocabulary development program is based on and ties in with our History programs' Read-Alouds. You will find all the words and instructions for Vocabulary Development in your History Instructor's Guide.

### Readers

Please note the schedule for the Readers in this guide is identical to the schedule in your History 1 Guide. Please feel free to use either set of notes.

**I Can Read It! Book 1** | "Pat" p. 1

We have scheduled most of the *I Can Read It!* stories throughout much of this year, but not all of them. Feel free to assign the unscheduled stories for additional practice.

To Discuss After You Read

Q: Who or what is Pat?

A: *a rat*

Q: Describe his appearance.

A: *he is fat*

## Creative Expression

As children at this level are still learning to read, we do not expect them to hand write their own writing assignments for every activity. However, children in this age group do still have stories to tell, and can gain valuable practice now in learning to express themselves creatively so they'll be ready for the day when they will write for themselves. Below are some thoughts and tips to help you facilitate this early writing process with your children.

### Recording Your Children's Work

To help your children learn to enjoy expressing their thoughts as well as get a good feel for the flow of a story and/or how to express their ideas effectively, use the following methods:

- Serve as your children's scribe for most of the activities, writing their stories or papers exactly as they tell them to you. Don't "adultify" either the tone or vocabulary. In all the exercises, remember to let your children express themselves naturally, without interruption. You may want to have your children dictate while you type their stories on the computer. You may find that it's easier to keep up with them if you're typing rather than writing their stories by hand.
- Every now and then during the writing process, stop and read back to your children what they have written so far. That will help them to correct and add to what they have written. You'll also want to ask your children questions to encourage them to explain or expand upon their ideas.
- For instance, there are many assignments that encourage them to think sequentially. Prompt them with open-ended questions like, "How did it begin?" "What happened next?" "Why?" "Is that all?" etc. Also, encourage your children to "flesh out" characters and scenes by asking questions like, "What did it look like?" "Why did he do that?" "How did you feel at that moment?" "What did he say?" etc.
- Encourage your children to answer in complete sentences by saying "How should I put that in your story?" If your children answer in incomplete sentences, encourage them to complete them. (You want them to write the story; you shouldn't have to supply any of the words.) So, you may ask, "Why did the dog scare you?" And your children will answer, "Because it was barking." "So," you'll respond, "how should I put that into the story?" You may need to reread the last few sentences to refresh their memories before they can answer, "The dog scared me because it was barking!"
- Keep all of your children's writings in a dated folder. Years from now, this folio will provide pleasant memories.

Initially, your children may not be able to think of much more than a few sentences for any one assignment. That's okay. As they develop their abilities, they'll dictate more. Your main goal is to encourage your children to learn that making up stories and communicating new ideas can be fun. By and large, we believe these assignments should be quick and relatively easy to do. See the "Recommendations for Teaching Language Arts" in **Section Three** for additional help and information about the following:

- Overwhelmed? Allow Your Children to Write at Their Own Pace
- How DO I Edit and Evaluate Writing Assignments?

#### Copywork

Please find the weekly Copywork passages printed on the Activity Sheets located directly after each week's Notes. After your children write the passage, have them evaluate their handwriting, circling those words they think are formed the best. (This exercise ensures that it is not you who is judging their writing ability, but they are evaluating their own success at controlling their hand movements.) We also include optional Copywork passages in these notes for additional practice.

**Rationale:** Is copywork really necessary? Our answer is an unqualified "yes!" In our experience, workbooks don't do a very good job of teaching children how to write effectively. Instead, children learn to write well by listening to good writing, looking at good writing, copying good writing, and then finally writing on their own. BookShark™ Language Arts programs try to touch all of those areas.

Copywork builds the foundation for dictation, which your children will begin in Level 3 (approximately third grade). Copywork provides valuable handwriting practice for your children, as well as wonderful opportunities to explore writing mechanics, such as capitalization, punctuation, and other basic grammar skills. You will be amazed at how quickly your children will develop basic technical skills, including correct sentence structure and spelling. They will also begin to learn cadence and style.

#### A: Copywork

Have your children copy the sentences found under "A: Copywork" on the **Week 1 Activity Sheet**, located directly after these notes.

#### Optional: Copywork<sup>1</sup>

Pat is on his mat. A hat is on Pat.

## Day 2

### Spelling

#### Write Them Big!

##### Activity

Read the words out loud. Have your children copy them in large letters on a white board or sheet of paper.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

### Reading Instruction

**Optional: *Explode the Code 1* | pp. 3–5**

### Readers

#### ***I Can Read It!* Book 1 | "A Mat and a Hat" p. 3**

In the story "A Mat and a Hat," point out to your children that italicized text ("his," in today's assignment) is meant to draw special attention and emphasis to the italicized word ... so read it with special emphasis!

##### To Discuss After You Read

Q: What article of clothing does Pat own?

A: *a hat*

### Creative Expression

#### B: Capitalization

##### Overview

Complete the discussion about capital letters below, and then have your children complete the "B: Capitalization" activity found on the **Week 1 Activity Sheet**.

##### Together

Use the prompts that follow to begin today's activity with your children.

#### **Capital You**

Look at the first word of the sentence in Monday's copywork. *i.e.* "The fat rat is Pat."

Is the **T** a lower case or capital letter? (*capital*) It should be a capital letter, because when we write we use a capital letter at the beginning of every sentence.

Are there any other capital letters in the sentence? (*the "p" in "Pat" is also capitalized*) You should see the letter **P** is capitalized for the name *Pat*. We always use a capital letter for a person's name.

1. *I Can Read It!* Book 1, p. 3.



When we write, we capitalize the first word of each sentence, and the first letter of all names.

Sometimes you will write a sentence about yourself. When you use the word *I* to talk about yourself, always use a capital letter. For example:

The dog barks when I sing.

Have your children follow the directions found on “B: Capitalization” on the **Week 1 Activity Sheet**.

1. Write your name with a beginning capital letter.
2. Underline the names in your copywork. (*Pat*)
3. Put a box around the capital letters at the beginning of each sentence. (*T, I*)

## Day 3

### Spelling

#### Copy Them Small

##### Activity

Have your children copy the words in as tiny a handwriting as they can.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

### Reading Instruction

**Optional: Explode the Code 1** | pp. 6–7

### Handwriting

**Handwriting Without Tears 1** | pp. 8–9

##### Mystery Letter

**Note to Mom or Dad:** On page 9, call out letters from the top of the page in random order. They all follow the same pattern. They begin in the starting corner, make a big line, and then return to the starting corner to create the letter.

### Readers

**I Can Read It! Book 1** | “A Cat on a Hat” p. 4

Point out that an exclamation point (!) appears in “A Cat on a Hat.” Explain what it is used for (*to show excitement*) and discuss how that might affect how one reads the sentence out loud. (*it changes the intensity and maybe even the inflection of one’s voice.*) Demonstrate how one might read the sentence out loud. Demonstrate, as you did on Day 1, that you should glance ahead to find telltale signs like this exclamation point or a question mark. You could highlight unusual punctuation marks in red.

## Creative Expression

### C: Pat the Rat

The Creative Expression assignments in this guide will give you several opportunities to write or type stories as your children dictate them to you. Try to stay true to the language they use, and discuss any grammatical corrections with them before changing the written story. When the story is finished, read it to your children.

If you’d like to start a library of your children’s stories, ask your children to draw a few pictures to illustrate their story, and then bind the pictures together (a construction paper cover and staples will do!) with a printed copy of the text. Or simply collect their stories in a binder for them to read when they wish. From time to time, pull out their stories and ask them to read or retell them to you.

##### Overview

Dictate a short story about Pat the Rat under “C: Pat the Rat” on the **Week 1 Activity Sheet**.

##### Together

Use the prompts that follow to begin today’s activity with your children.

#### Short Story

This week you’ve read about Pat the Rat. Today it’s your turn to make up a story about Pat. Let’s take a few minutes to think of some ideas for a story you’d like to write.

First, what do we know about Pat? Or what do you *imagine* about Pat?

Why does Pat wear the clothes he wears?

How does he spend his day? Does he work?

Where does he live?

Is he nice?

So what do you think your story will be about?

Once you think your children have an idea for a story, simply let them start telling it while you record their dictation.

You may be wondering: How short is a short story? Well, let’s just say it’s short. Very short. At this point, a few sentences is fine. Just encourage your children to put together a few sentences that make sense together as a story.

Here’s an example of a short story about Pat the Rat that would be completely acceptable:

Pat the rat eats too much cheese. That’s why he is so fat. He can’t help it, though, because he is a taste tester at the local cheese factory. He tastes cheese all day long, and then he goes home to his house. He usually skips dinner, because he is so full from work!

Keep what your children write. Perhaps dedicate a spiral-bound notebook, or simply part of a three-ring binder to store their writing from this year. It will be very encouraging to look it over at a later time to see how far they have come. You may also use these writings later in other assignments.

## Day 4

### Spelling

#### Mix It Up!

##### Activity

Read the words aloud out of order to your children and have them write them on a sheet of paper. Add any misspelled words to the following week's list.

**Regular Words:** bat, cat, fat, hat, mat, pat, rat, sat, vat

**Sight Word:** the

### Reading Instruction

**Optional: *Explode the Code 1*** | pp. 8–9

### Readers

***I Can Read It! Book 1*** | "A Flat Hat" pp. 5–6

##### To Discuss After You Read

Q: Why is Pat flat?

A: *Nat, the cat, sat on him*

## Creative Expression

### Match Initial Letter Sounds

##### ☆ Prepare in Advance

Find the *Word Card Sheet* after this week's Activity Sheets. They will be marked with a ☆. Cut out the words and shuffle them.

##### Overview

Match initial sounds with the help of word cards.

##### Activity

Lay the cards out on the table in a grid, face up. Have your children choose a card, read the word on the card, and then group the cards with the same initial sound together. (*cat/can; rat/ran; fat/fan; mad/map; bad/bag; tap/tag*) ■

# LA Week 1 Activity Sheet

## A: Copywork<sup>1</sup>

The fat rat is Pat. Is Pat fat?

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## B: Capitalization

1. Write your name with a beginning capital letter.

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2. Underline the names in your copywork.

3. Put a box around the capital letters at the beginning of each sentence.

## C: Pat the Rat

Dictate a new story about Pat the Rat.

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1. *I Can Read It!* Book 1, p. 1.



**Word Cards:** Week 1

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bad



tap



bag



rat



map



can



ran



fat



fan



mad



cat




tag



Date:	Day 1 <sup>6</sup>	Day 2 <sup>7</sup>	Day 3 <sup>8</sup>	Day 4 <sup>9</sup>	Day 5 <sup>10</sup>
<b>Spelling</b>					
<b>Words</b>	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!	
<b>Reading Instruction</b>					
<i>I Can Read It!</i> Word Lists	Lesson 2				
<b>Activities</b>		Optional: Make your Own	Optional: Play Concentration		
<b>Optional:</b> <i>Explode the Code 1</i>	pp. 10–11	pp. 12–13	pp. 14–15	pp. 16–17	
<b>Handwriting</b>					
<i>Handwriting Without Tears 1</i>	p. 10		p. 11		
<b>Readers</b>					
<i>I Can Read It! Book 1</i>	"Nat is Bad" p. 7	"Can Pat Tap Nat?" p. 8	"Nat is Sad" pp. 9–10	"Bad Jam" pp. 12–13	
<b>Creative Expression</b>					
	A: Copywork	B: Simile	C: Narrate (Family Portrait)	D: Match Five Vowels	
<b>Other Notes</b>					

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 Special Note to Mom or Dad

**Weekly Overview****Spelling:** short *a* words; his, not**Reading Instruction:**Make Your Own: letter sound recognition; word buildingPlay Concentration: word recognition; memorization**Creative Expression:**Simile: comparisons with *like* and *as*Narrate (Family Portrait): list writing; descriptive writingMatch Five Vowels: letter sound recognition, word recognition; punctuation for questions and commands**Activity**

Use your remaining time to make a practice list of words with your children.

1. Say the first word aloud and have your children write it down.
2. After they've written the word, have your children spell the word aloud to you.
3. Correct them if they misspell something, and then have them erase and write the word one more time, correctly.
4. Then move on to the next word. Include the sight words in the list.

When you complete this activity, you should have a neatly written list of words your child can use to study the spelling words from this week.

**Reading Instruction*****I Can Read It!* Word Lists | Lesson 2**

When you read from the Word Lists book, please point out the organization of the words on this page to your children. Remember the lists demonstrate the regularity of the English language. We have organized the words in matrices: same endings combined with different initial consonants (or vice versa). Depending on your children's needs, you could have them read down a column, or read across the rows.

**Optional: *Explode the Code 1* | pp. 10–11**

**Handwriting*****Handwriting Without Tears 1* | p. 10****Readers*****I Can Read It! Book 1* | "Nat is Bad" p. 7**

Suzanne H. suggested:

Many pages in *Explode the Code* can be made into games if the children need more practice. I would not have the children X the correct picture. Instead, [have] them draw a frame around the picture. Stop at the corners. This is good hand control practice and won't mess up the picture if you want it for a game. If they mark a wrong answer, you can use another color of marker to frame the correct one.

**To Discuss After You Read**

Q: Why is Pat sad and mad?

A: *because Nat sat on him and made him flat*

**Day 1****Spelling****Introduce the Words****Overview**

This week's list follows the same rule you introduced to your children last week. Review the rule and then introduce the new words following the instructions below.

**Regular Words:** as, has, man, ran, dad, had, and, that

**Sight Words:** his, not

**Together**

Use the prompts that follow to begin today's activity with your children.

**More Short Vowel Words**

This week's list of words follows the same rule we learned last week. Can you tell me what the rule was?

Vowels surrounded by consonants or followed by one or more consonants are usually short.

*Of course, accept a paraphrase of the above rule from your children. Simply ensure that they understand the concepts, but feel free to review with a few examples from this week's list if you need to.*

Once you've reviewed the rule together, introduce the new list of words following the instructions under "Activity" below.

## Creative Expression

### A: Copywork

#### Activity

Have your children copy the sentences found under “A: Copywork” on the **Week 2 Activity Sheet**.

### Optional: Copywork<sup>1</sup>

The hat is flat! The hat on Pat is flat.

## Day 2

### Spelling

### Write Them Big!

#### Activity

Complete today’s spelling lesson the same way you completed “Write Them Big!” last week. See the Week 1 Notes for more information.

**Regular Words:** as, has, man, ran, dad, had, and, that

**Sight Words:** his, not

### Reading Instruction

### Optional: Activity | Make Your Own

#### ☆ Prepare in Advance

Pull out the letter cards **a, b, c, d, f, h, m, n, p, t, s, r, v** from your *Go A to Z* card pack or make your own cards.

#### Overview

Sound out new words with letter cards. Letter sound recognition; word recognition.

#### Together

Use the prompts that follow to begin today’s activity with your children.

### Create Words

Today we’re going to sound out some new words with the help of these letter cards. First I’ll spell a word, and then I’ll tell you the sounds for a new word, and I want you to tell me what to change from the first word to make the second word. Are you ready?

Spell out the word **man** with the letter cards. Sound it out for your children /m/a/n/.

What sound would make the word say /m/a/t/?

Make sure you’re sounding out each letter as you go so your children can hear the sound of the letter on the card they select.

Once they have correctly chosen, prompt them to continue creating new words from the most recent.

Okay, now can you show me /f/a/t/?

How about /s/a/t/?

Continue through as many words as you can, removing one letter from the previous word, suggesting a letter sound to your children to create a new word, and then asking them to show you the word. The results could go something like this:

man, mat, fat, sat, rat, pat, pam, bam, bad, had, has, ham.

### Optional: *Explode the Code 1* | pp. 12–13

### Readers

### *I Can Read It! Book 1* | “Can Pat Tap Nat?” p. 8

#### To Discuss After You Read

Q: How does Pat get Nat to move off of him?

A: *Pat taps Nat*

### Creative Expression

### B: Simile

#### Overview

Dictate comparisons with *like* and *as*.

#### Together

Use the prompts that follow to begin today’s activity with your children.

### How Flat is Pat?

The first sentence of your copywork says that Pat is flat.

How flat do you think he is?

How else would you describe him?

Saying “Pat is as flat as a sheet of paper” uses a simile to describe Pat. A **simile** compares two unlike items and uses the words *like* or *as*. Similes add interest to your writing. A simile can form a picture in the reader’s mind by making a connection to something he or she already knows.

For example:

Sarah’s shirt was *as green as* the grass.

Paul was quiet *like* a mouse.

Have your children dictate three different similes under “B: Simile” on the **Week 2 Activity Sheet**. Brainstorm with your children for a few minutes if they need help getting started.

What things are flat? Sad? Mad?

Answers:

How flat is Pat? (possible: *Pat is as flat as a pancake.*)

How sad is Pat? (possible: *Pat is as sad as me when I don’t get to go swimming.*)

How mad is Pat? (possible: *Pat is as mad as a hornet.*)

1. *I Can Read It!* Book 1, p. 5.

## Day 3

### Spelling

#### Copy Them Small

##### Activity

Complete today's spelling lesson the same way you completed "Copy Them Small" last week. See the Week 1 Notes for more information.

**Regular Words:** as, has, man, ran, dad, had, and, that

**Sight Words:** his, not

### Reading Instruction

#### Optional: Activity | Play Concentration

##### ☆ Prepare in Advance

Print two copies of the sight word flash cards from <http://www.BookShark.com/sight-word-flash-cards>. Use the sight words from Lessons 1 and 2 (*is, a, the, that, on, his, has, not*) in *I Can Read It!* Book 1 and choose 8 more words from the Book 1 flash cards. Then read the instructions for the activity below so you can more easily play the game with your children.

##### Overview

Play Concentration with sight word flash cards.

##### Activity

Review the sight words with your children and then play Concentration.

1. Shuffle the cards and place them face down in a matrix—four cards across in four rows.
2. The first player must turn two cards face up so all players can see what is written on the upturned cards. He must also read the word(s) on the cards out loud so that all players can hear.
3. If he has chosen a matched pair of cards, he gets to keep the pair and take another turn. If he fails to choose a matching pair, he must turn the cards back face-down and permit the next player (to his left) to take a turn.  
Cards must be turned face-up and back down again in the same spot. (Over time, then, players come to remember where certain cards are, so they can choose matching pairs.)
4. When all pairs have been matched, the player with the most sets wins.
5. From the sight word flash cards, pull out the sight words **is** and **his**. Show your children that these words both have the same /i/ sound. Practice these words together.

Optional: *Explode the Code 1* | pp. 14–15

### Handwriting

*Handwriting Without Tears 1* | p. 11

### Readers

*I Can Read It! Book 1* | "Nat is Sad" pp. 9–10

##### To Discuss After You Read

Q: Why is Nat sad?

A: *because Pat taps him*

### Creative Expression

#### C: Narrate (Family Portrait)

Each family is unique and enjoys different activities. Today your children will list activities your family likes to do (read, hike, swim, camp) under "C: Narrate (Family Portrait)" on the **Week 2 Activity Sheet**, and then choose one to write a paragraph about. Please do the physical handwriting for your children this time—what's important now is the thought behind the "writing."

##### Overview

Create a brainstorming list that will lead into family-portrait writing.

##### Together

Use the prompts that follow to begin today's activity with your children.

#### Family Portrait

Today we're going to create a portrait of our family. Do you know what a portrait is? It's like a nice, special, big, family picture. Except today, we're going to create our family portrait with words, instead of with a camera.

So to create a portrait with words, we need to think about ways we can describe our family with words. And rather than just telling people what we look like, let's tell them about who we are, and what we like to do when we're together.

Let's start out by making a list of activities that describe who our family is and what we like to do, and then we'll narrow down our choices to the one topic we'd like to write about.

Use the following questions to help your children think of ideas to add to the list. Record the list on a sheet of paper or board where it's easy to see:

What do we like to do together?

What special activities do we like to do outside? Inside?

Is there anything you especially like to do that we don't get to do very often? (*Visit a relative, take a special vacation, go on a special outing...*)

Read the list back to them.

I think we have some good ideas here. Is there one that stands out to you that you'd like to write about?

If they have trouble choosing one, help them narrow down the choices by pointing out two you think would make a good paragraph, and having them choose between the two topics.

Now we're ready to write our family portrait. Let's pretend you're telling someone about us who has never met us before. What do you think they'd need to know?

Use the questions below to help guide your children as they write:

First, what is the activity we like to do together?

How do we start this activity? How do we finish it?

Why do you like it?

When your children have completed the first draft of their paragraphs, read it back to them. Then ask:

How do you think it sounds? Would you like to make any changes?

#### How to Evaluate This Assignment

When they're done, evaluate your children's participation in this activity. Since much of the writing thought process occurred during your discussion, consider their participation in the discussion as valuable as the final product you took down as dictation. We have provided a sample rubric below to help you evaluate your children's work.

Here's what a sample family portrait might look like:

Our family likes to camp in a tent. During the day we hike around. And each evening Dad reads to us. We love to camp and read!

#### Rubrics

Have you ever wondered how you should evaluate your children's writing? Much of literary critique is subjective, but we understand that sometimes it's helpful to have a concrete way to help you focus your critique. A rubric is a simple form that will help you give point values to certain characteristics of an assignment

Please note that at this age, we want to emphasize the writing *process* more than the final result. When your children put their thoughts together in a clear manner, celebrate!

Do you remember when they were learning to talk? If you pointed to that colorful floating orb in the sky and said "Look, a balloon!" and they repeated "Bay-yoon!" did you correct their pronunciation and then give them a bad grade? Probably not. We hope you laughed, and simply said it again the right way. Even if they called it a "bayyoon" for the next three months, we imagine you simply kept presenting them with the correct pronunciation and eventually they learned it.

Please think of learning to write as "learning to speak on paper." Strive to teach your children with the same small steps, and the same gentle redirections—slowly, over time. Be careful not to expect too much too quickly. It will come. Celebrate the small accomplishments, keep engag-

ing your children with examples of good writing (just like the ones in the books you're reading), and talk about what could be improved when you come across lesser samples.

At this age, we hope you save evaluation rubrics like the one below for larger assignments, but if you'd like to gain practice working with a rubric, we've included one here. Please note that the items we chose to emphasize on our sample are just ideas of things you might want to include on a rubric of your own. As their teacher, only you will know how your children are writing—where they shine and what they need to polish up—so be sure to include both potential challenges and potential successes on rubrics you compose.

When you create a rubric, first draft a list of all the things you hope the assignment will accomplish, or you hope your child will learn or practice as they complete the assignment. Sometimes it's helpful to list skills by category, so you're sure you've thought of everything you want to evaluate.

When your children are older, we'll teach you how to assign points to items on the rubric, which will help you determine a letter grade from your evaluation, but for now, we strongly urge you *not* to use points. Children at this age are still growing and developing and will learn skills at vastly different rates. Therefore, our rubrics use a simple check system to help you track their progress as they learn certain skills rather than giving them a "pass" or "fail" mark on any particular assignment. Our writing assignments will repeat skills throughout the year, which will also help you track your children's growth.

The rubric that follows will allow you to gauge how well you think your children performed in this activity, based on our selected criteria, but please don't feel bound to measure only by our selections. Remember, evaluating writing is highly subjective. Rubrics simply allow you to focus your thoughts to evaluate your child's performance in the selected areas. Feel free to change the criteria in our suggested rubrics at any time, if you think your child excelled in an area we don't include, or needs work on something you want to remember to address later.

#### Sample Rubric for Narrate (Family Portrait)

Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →

##### Content

- \_\_\_\_\_ Participated in the brainstorming activity; contributed ideas to the list
- \_\_\_\_\_ Remembered the "story" of this family activity in the order events usually take place
- \_\_\_\_\_ Included enough details so that someone who wasn't there could understand the story

##### Mechanics

- \_\_\_\_\_ Worked with Mom or Dad to "edit" this assignment



## Day 4

### Spelling

#### Mix It Up!

##### Activity

Complete today's spelling lesson the same way you completed "Mix it up!" last week. See the Week 1 Notes for more information.

**Regular Words:** as, has, man, ran, dad, had, and, that

**Sight Words:** his, not

### Reading Instruction

**Optional: Explode the Code 1** | pp. 16–17

### Readers

**I Can Read It! Book 1** | "Bad Jam" pp. 12–13

Say the words **Ann**, **Jan**, **Nan**, and **Pam**. Ask your children what they have in common. (*They are all girls' names.*)

Remind your children that a double consonant forms the same sound as a single copy of that consonant by itself. (**Ann** is an example.)

##### To Discuss After You Read

Q: Does Ann like her ham? Why or why not?

A: *no, it has bad jam on it*

### Creative Expression

#### D: Match Five Vowels

##### Overview

Use vowels to change consonant combinations into different words (letter sound recognition, word recognition); introduce different types of sentences (questions and commands) and corresponding punctuation.

##### Together

Use the prompts that follow to begin today's activity with your children.

#### Question and Command

Today we're going to talk about two **types of sentences**. Do you ever need to ask a question? Of course you do. Do you ever give commands? You sure do. Knowing how to write questions and commands will add variety to your writing and it will help you finish today's assignment.

A **Question** (also known as an *interrogative sentence*) is a sentence that asks something. Questions end with a question mark. For example:

Where did the spaceship land?

Can you tell me an example of a question? (*Possible: What time is it?*)

An **Imperative** sentence (or a command) is a sentence that gives instruction or asks someone to do something. For example:

Don't feed the grizzly bears.

Tell me an example of a command. (*Possible: Place the book on the shelf.*)

##### Activity

After your discussion, work with your children to complete the following activities.

1. Under "D: Match Five Vowels" on the **Week 2 Activity Sheet**, have your child place all five vowels (*a, e, i, o, u*) between the letters *p* and *t* (*pat, pet, pit, pot, put*).
2. Have your children dictate a sentence that asks a question with one of the words. Once you've written it down, ask them what type of punctuation you should use to end a question. (*A question mark.*) Then have your children dictate a second sentence that uses one of the words as a command (*For example: Don't pet the piranha.*) ■

## LA Week 2 Activity Sheet

### A: Copywork<sup>1</sup>

Pat is flat, Pat is sad, and Pat is mad! Nat is a  
bad cat!

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### B: Simile

Dictate 3 similes that explain how flat Pat is, how sad he is, and how mad he is. We have started the sentences for you.

1. Pat is flat like a \_\_\_\_\_
2. Pat is as sad as a \_\_\_\_\_
3. Pat is as mad as a \_\_\_\_\_

### C: Narrate (Family Portrait)

Record your family portrait in the space below.

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1. *I Can Read It!* Book 1, p. 7.

# LA Week 2 Activity Sheet

## D: Match Five Vowels

Write each vowel: **a, e, i, o, u** between the letters **p** and **t**. What words have you written?

p \_\_\_\_\_ t

p \_\_\_\_\_ t

p \_\_\_\_\_ t

p \_\_\_\_\_ t

p \_\_\_\_\_ t

Dictate a sentence that asks a question with one of the words.

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Dictate a sentence that uses one of the words as a command.

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Date:	Day 1 <small>11</small>	Day 2 <small>12</small>	Day 3 <small>13</small>	Day 4 <small>14</small>	Day 5 <small>15</small>
<b>Spelling</b>					
<b>Words</b>	Introduce the Words	Write Them Big!	Copy Them Small	Mix It Up!	
<b>Reading Instruction</b>					
<i>I Can Read It!</i> Word Lists	Lesson 3				
<b>Activities</b>		Apostrophe to Show Possession; Optional: Play <i>Go Fish!</i>		Optional: Form Words	
Optional: <i>Explode the Code 1</i>	pp. 18–19	pp. 20–21	pp. 22–23	pp. 24–25	
<b>Handwriting</b>					
<i>Handwriting Without Tears 1</i>	p. 12		p. 13		
<b>Readers</b>					
<i>I Can Read It! Book 1</i>	“Jan, Nan, and Matt” pp. 14–15	“A Bad Fan” pp. 18–19	“Val Laps the Cab” pp. 20–21	“Can Sam Win?” pp. 22–23	
<b>Creative Expression</b>					
	A: Copywork	B: Dialog	C: Dictate Dialog	D: Write Backwards	
<b>Other Notes</b>					

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 Special Note to Mom or Dad

**Weekly Overview****Spelling:** short ä**Reading Instruction:**Apostrophe: recognize possessionPlay Go Fish: sight wordsForm Words: vowels and consonants; letter sound recognition; word recognition**Creative Expression:**Dialog: dialog writing; quotation marksDictate Dialog: dialog writing; quotation marks; imaginative writingWrite Backwards: writing backwards; palindromes**Day 1****Spelling****Introduce the Words****Activity**

Again, this week's list of words follows the same rule you've already introduced. Feel free to review the rule, and then create the practice list of words the same way you did in Week 1 and 2. See the Week 1 Notes for more information.

**Regular Words:** pass, wax, nap, bag, rag, lap, map**Sight Words:** he, to, said**Reading Instruction*****I Can Read It! Word Lists*** | Lesson 3**Optional: *Explode the Code 1*** | pp. 18–19**Handwriting*****Handwriting Without Tears 1*** | p. 12**Readers*****I Can Read It! Book 1*** | "Jan, Nan, and Matt" pp. 14–15

Practice the sight words before your children begin to read the story. Provide the word as needed as your children read.

Remind your children that two of the same letters sound like one letter. It's not bil-l, it's just bill.

Have them pronounce and show you the two letters that are the same in each word as you point to other examples (**riff**, **will**, **hiss**, **pass**, etc.).

Draw attention to the quotation marks. Point out that they are placed around the text that is quoted, showing us what Matt said. (Example: Matt said, "Sam the ram can pass Val the nag.")

Please notice the word **fast**. It is a phonetic word since each letter makes the sound you would expect. Have your children practice sounding this longer word out.

**To Discuss After You Read**

Q: What three "things" race?

A: *a cab, a nag, and a ram***Creative Expression****A: Copywork**

Have your children copy the sentences found under "A: Copywork" on the **Week 3 Activity Sheet**.

**Optional: Copywork<sup>1</sup>**

Nan said, "Hal the cab is fast. Hal can pass Val and Sam."

1. *I Can Read It! Book 1*, p. 15.

## Day 2

### Spelling

#### Write Them Big!

**Regular Words:** pass, wax, nap, bag, rag, lap, map

**Sight Words:** he, to, said

### Reading Instruction

#### Activity | Apostrophe to Show Possession

##### Overview

When writers want to show that a person owns something, they use an apostrophe and then – s. For example, read this sentence: *Jen's hen has a nest in a hen hut.* The apostrophe shows that Jen owns a hen.

##### Together

##### Possession

Do you know what an apostrophe is? An apostrophe is a special type of punctuation we can use in a couple of ways. Today we're going to use it to show that someone in a sentence owns something. For example: *Write the following sentence on the board or a sheet of paper:*

Jen's hen has a nest in a hen hut.

Who do you think owns something in this sentence? (*Jen*)  
What does she own? (*the hen*)

When one person owns an item we write the name, then the apostrophe, then the – s. For example:

Hal's fan is bad.

When more than one person owns the item, we write the name, the – s, and then the apostrophe. For example:

The Dads' Club includes many men. (Dad + s' = Dads')

*Have your children find apostrophes in the readings. Explain to them that the apostrophe in this case shows possession: the **fan** belongs to **Hal**.*

When we write we can actually use apostrophes in two ways. Today we learned that you can use them **to show possession**. Later we'll learn how to use them to form contractions (Week 18).

#### Optional: Activity | Play Go Fish!

Play *Go Fish!* with the sight words to date (*the, his, not, he, to, said*) and other words your children have struggled with so far. (If you don't know how to play *Go Fish!*, see the instruction card from the *Go Blend!* game we provide with our Language Arts program.)

Continue to use the flash cards for words that don't come easily.

Optional: *Explode the Code 1* | pp. 20–21

### Readers

#### *I Can Read It! Book 1* | "A Bad Fan" pp. 18–19

##### To Discuss After You Read

Q: Why does the cab stop?

A: *it has a broken fan*

### Creative Expression

#### B: Dialog

##### Overview

Write dialog with correct quotation mark usage.

##### Together

##### Talk to Matt and Jan

When people talk within a story, we call the conversation **dialog**. Writers use quotation marks (" ") to show what people say. The words spoken go between the quotation marks.

Dialog occurs between two or more people. For example, in yesterday's Copywork passage, Matt and Jan talk to one another.

Today, pretend that you're with Matt and Jan, and make up a conversation among the three of you. But first, let's think of some things they might have had to say to one another:

*Prompt your children with questions if they have trouble starting.*

Do you think Sam or Val is faster?

Why do you think that?

What physical features do horses and rams have?

Record their dialog under "B: Dialog" on the **Week 3 Activity Sheet**.

Leave out the quotation marks when you write your children's conversation. Have them add in the quotation marks in the correct places when the story is complete.

##### How to Evaluate This Assignment

Pay special attention to your children's participation in this activity. Since much of the writing thought process occurred during your discussion, consider their participation in the discussion as valuable as the final product you took down as dictation. Use the checklist below to help you organize your thoughts. Don't be overly critical. Praise them for what they've come up with.



## Sample Rubric for Dialog

Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →

### Content

- \_\_\_\_\_ Used creative thinking to imagine a fictional three-person conversation
- \_\_\_\_\_ Answered questions you posed and created plausible dialog emerging from the brainstorming
- \_\_\_\_\_ Wrote dialog that aligned to the characterization in the book

### Mechanics

- \_\_\_\_\_ Placed quotation marks appropriately

## Day 3

### Spelling

#### Copy Them Small

**Regular Words:** pass, wax, nap, bag, rag, lap, map

**Sight Words:** he, to, said

### Reading Instruction

**Optional: *Explode the Code 1* | pp. 22–23**

### Handwriting

**Handwriting Without Tears 1 | p. 13**

### Readers

***I Can Read It! Book 1* | “Val Laps the Cab” pp. 20–21**

We want your children to get the gist of a word so they can understand where a story is going. They don’t need a dictionary’s definition as long as they generally understand.

Define **cab**. (Example: a car that takes passengers places for money) Have your children start with a general category (a car) and then specify.

**Spelling Tip:** If your children have a hard time spelling a word, have them break it up by sounds, /b/a/g/. Feel free to pull out 8–10 letter cards (that you have made or from the *Go A to Z!* pack) and select only the letters they will need for all of the words to help them visualize how the word is spelled.

#### To Discuss After You Read

Q: Why does the nag stop?

A: Val gets tired, takes a nap

## Creative Expression

### C: Dictate Dialog

#### Overview

Create realistic dialog between original characters.

#### Together

##### *I Wish ...*

Today I want you to pretend that you’re having a conversation with other people. I’m going to read you a sentence that will start your dialog, and then we’ll write the conversation down together.

But first, let’s brainstorm some ideas about the topic of your conversation:

1. How much money do you wish you had in your hand right now?
2. What would you do with it?
3. Who would you tell this to?
4. Would they help you spend it? Think about how they would really respond to your situation.

*When you think your children are ready to compose a conversation ...*

Okay, are you ready to start dictating a conversation? Here’s the sentence your conversation will start with:

“I wish I had a ... (dollar, quarter, nickel, hundred dollars)!”

Your dialog should be between you and one or two other people and be at least six sentences long.

Don’t worry right now about telling *who* said *what* for every line of dialog. For example, you don’t have to say, “Johnny said,” etc., on every line. Just have whoever is talking say what you want them to say. Most importantly, make your dialog sound like real people talking.

Record their dialog under “C: Dictate Dialog” on the **Week 3 Activity Sheet**. When you write your children’s conversation, leave out the quotation marks. When the story is complete, have them add in the quotation marks in the correct places.

Here’s an example of what a simple dialog might look like:

“I wish I had a hundred dollars!” said Seth.  
“What for?” asked Maggie.  
“So I could buy this really cool bike.”  
“But you already have a bike.”  
“Not like this one!”  
“What’s so great about it?”  
“It’s got these awesome pegs and flames on the sides!”  
“Cool. If you buy it, can I have your old bike?”

### How to Evaluate This Assignment

Below is a sample rubric with some suggested criteria that you may wish to use to evaluate this assignment. As always, feel free to change or revise the rubric so it better aligns to the assignment as your child completed it. Don't forget to praise them for what they've come up with.

Sample Rubric for Dictate Dialog	
Key: Excelled: ✓+ Met Expectation: ✓ In Progress: →	
<i>Content</i>	
_____	Did your children think creatively and draft imaginative dialog?
_____	Does the dialog sound like real people talking?
<i>Mechanics</i>	
_____	Are quotation marks placed appropriately?

## Day 4

### Spelling

#### Mix It Up!

**Regular Words:** pass, wax, nap, bag, rag, lap, map

**Sight Words:** he, to, said

### Reading Instruction

#### Optional: Activity | Form Words

Pull out 8–10 letter cards (that you have made or from the *Go A to Z!* pack). Do not use the vowels **e**, **i**, or **u**, or the consonants **g**, **w**, **x**, or **z**. Have your children form words from the letter cards.

\_\_\_\_\_

**Optional: Explode the Code 1** | pp. 24–25

### Readers

#### ***I Can Read It!* Book 1** | “Can Sam Win?” pp. 22–23

##### To Discuss After You Read

Q: Who wins the race? Why?

A: *Sam the ram; he just keeps running*

### Creative Expression

#### D: Write Backwards

Under “D: Write Backwards” on the **Week 3 Activity Sheet**, have your children write the words listed backwards: *map*, *taps*, *nap*, *bat*, *dad*, *sag*, *pit*. Read the new words.

Note that one of the words was the same spelled either direction (*dad*). That word is a **palindrome**. Have your children explain what a palindrome is to your non-teacher parent, and give him or her the example from the list. They should be impressed with their knowledge.

Answers:

map (*pam*)  
taps (*spat*)  
nap (*pan*)  
bat (*tab*) ■

dad (*dad*)  
sag (*gas*)  
pit (*tip*)

## LA Week 3 Activity Sheet

### A: Copywork<sup>1</sup>

Matt said, "Sam the ram can pass Val the nag."

Jan said, "He can not! Val the nag can pass Sam  
the ram!"

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### B: Dialog

Pretend you are with Matt and Jan. What would you say to each other? Have your mom or dad record your conversation here, without the quotation marks. When Mom or Dad has finished recording your conversation, add in the quotation marks in the correct spots to set off the words being spoken.

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1. *I Can Read It!* Book 1, p. 15.

