

Thank you for downloading this free sample pack, taken from our **First Grade R.E.A.D. Curriculum Notebook.**

For your reference we've included the entire 36-week curriculum overview below. Following the overview is a free sample week from the third week of our program. You can **[purchase the complete program here.](#)**



R E A D

Ready, Eager, Able & Determined to READ



Ready, Eager, Able & Determined to R.E.A.D.
Curriculum Notebook Grade 1

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"Bodybuilding." <https://www.timeforkids.com/g2/bodybuilding-3/>. N.p., 7 Dec. 2017. Web.

Press, Associated. "Farmyard Cow Apparently Not Coming Home. She's Now Roaming with Bison." *The Washington Post*. WP Company, 26 Jan. 2018. Web. 26 Feb. 2018

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Ready, Eager, Able & Determined to READ!

General Overview:

- 4 Days/Week over 36-Weeks
- Initial 2-Week Review of Long Vowel Sounds
- 1 Vowel Team, Digraph, or Grapheme/Week
- 3 Sight Words/Week (2 new, 1 review)
- Complete Writing, Grammar, & Poetry Program
- Weekly Early Readers with Controlled Word Lists
- Weekly Nonfiction Reading & Vocabulary
 - Topics: Science, History, Social Studies, and Character Development
- Blends, Trigraphs & Clusters cycle every 5th week (Review week)
- Fables & Fairy Tales Literacy Units every 5th week (Review week)

Suggested Materials:

Beyond basic classroom supplies, you'll need the following items:

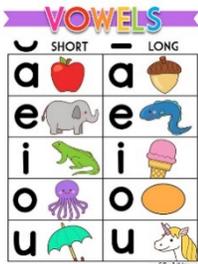
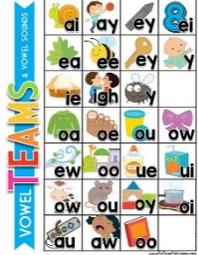
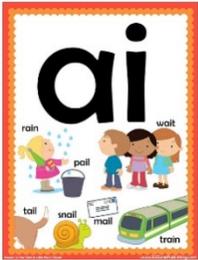
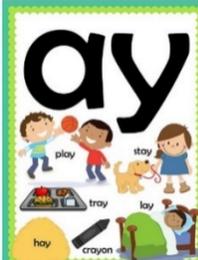
- Two manila file folders for the Daily Reference Folder (pg. 19)
- Composition notebook for the Daily Writing Journal (pg. 24)
- Small bag or storage container for Flashcards

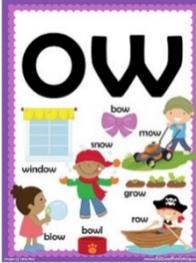
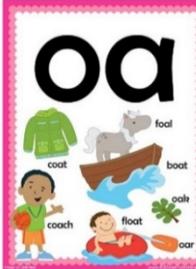
Assembly & Use:

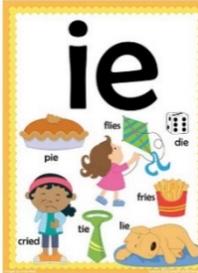
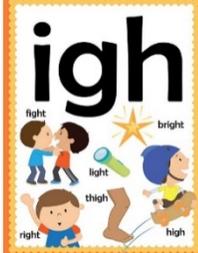
Before starting the course, it is recommended that you assemble the weekly reference folder and the daily writing notebook as suggested on pages 19-38. The entire curriculum is designed in a print-ready format, so you can simply print it in order and place the pages inside a 3-ring binder (or two) and you'll be set for the year. With the suggested outlines on the following pages, you can simply work your way through the binder each day.

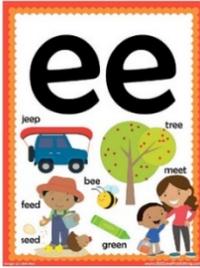
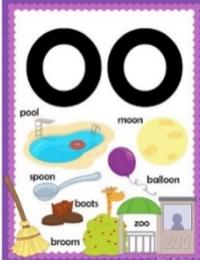
It may be helpful to add weekly divider tabs to differentiate between each of the 36 weeks. At the start of each week there will be full-color reference charts you can display and use for introducing students to the new reading and writing and concepts for the week. If desired, you can print the charts separately onto card-stock paper for durability.

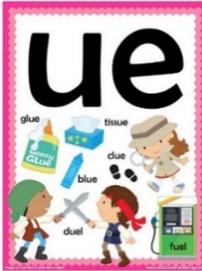
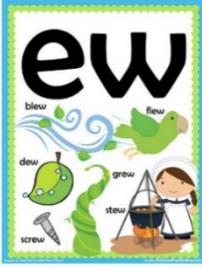
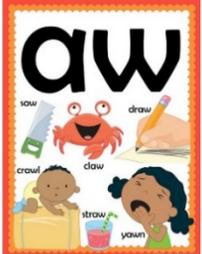
Comprehensive Weekly Curriculum Overview

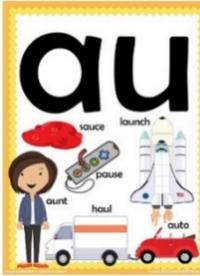
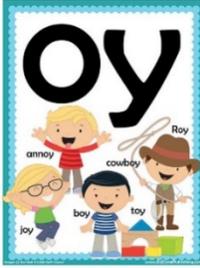
Week	Reference Chart	Vowel Teams & Word List	Sight Words	Weekly Vocabulary	Grammar	Science & Social Studies	Writing Assignments	Early Reader	PAGE
1		Short Vowel Sounds A, E, I, O, U Long Vowel Sounds A, E, I, O, U	that but the	maple pancakes sap sticky syrup	Short & Long Vowels	Maple Syrup	Sentence Structure Nouns Verbs Adjectives	Long Vowels	39
2		Vowel Teams ai ea ie oa ue	at all and	change fade fall leaves sunlight	Vowel Teams	Fall Leaf Changes	Capitalization Plural Nouns Proper Nouns	Vowel Teams	65
3		mail pail paint rain snail tail train wait	so get you	apple dessert favorite honest truth	Nouns and Verbs	Honest as Apple Pie	Punctuation Types of Sentences	Snail Mail	89
4		hay play lay gray tray stay	yes came said	carve fair giant pumpkins farm	Open and Closed Syllables	Pumpkins	Strong Verbs Strong Adjectives	Stay & Play	113

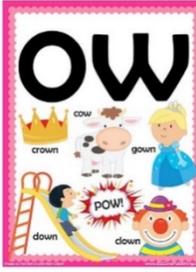
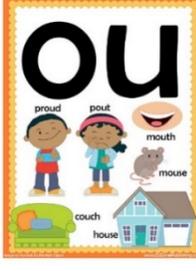
<p>5 REVIEW</p>			<p>Tr- tram treat tree trim trip troll trot trout</p>	<p>Sc- scab scar scare scarecrow scarf school scooter</p>	<p>Sk- skate ski skillet skull skin skip skirt skunk sky</p>	<p>Sm- small smash smell smile smock smog smog</p>			<p>137</p>
<p>6</p>		<p>blow bow bowl grow mow row snow window</p>	<p>ride into make</p>	<p>alike different feathers insect nocturnal</p>	<p>Sneaky E</p>	<p>Bats vs. Birds</p>	<p>Verb Tense Calendar/Date s</p>	<p>Slow Grow</p>	<p>163</p>
<p>7</p>		<p>boat coach coat float foal foal oak oar</p>	<p>good want look</p>	<p>dusk eyesight hearing predator prey</p>	<p>Prefixes</p>	<p>Owls</p>	<p>Conjunctions</p>	<p>Goat Float</p>	<p>187</p>
<p>8</p>		<p>doe foe hoe oboe toe</p>	<p>too pretty here</p>	<p>hibernate mask neighborhood omnivore tracks</p>	<p>Suffixes</p>	<p>Raccoon</p>	<p>Commas</p>	<p>Oboe Joe</p>	<p>210</p>

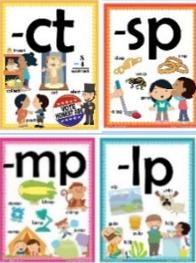
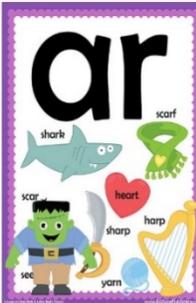
9		<p>cried die flies fries lie pie tie</p>	<p>four saw away</p>	<p>3d printer accident farmer plastic students teacher</p>	<p>Possessive nouns</p>	<p>A Hand Up</p>	<p>Editing Silly Sentences</p>	<p>The Pumpkin Pie Lie</p>	<p>233</p>
10 REVIEW			<p>Tw- tweet twig twin twirl twist twister</p>	<p>Str- strap straw strawberry street string stripe</p>	<p>Scr- scrape scream screen screw scroll scrub</p>	<p>Spr- sprain spray spring sprint sprout</p>			<p>255</p>
11		<p>bright fight high light night right thigh</p>	<p>well ran little</p>	<p>America England freedom pilgrims Plymouth Rock</p>	<p>Possessive nouns</p>	<p>The Mayflower</p>	<p>Prewriting Mechanics</p>	<p>Star Bright</p>	<p>280</p>
12		<p>bye eye fly fry rye shy sky try</p>	<p>brown eat jump</p>	<p>feast garden Indian Squanto Thanksgiving</p>	<p>Prepositions</p>	<p>Pilgrims Thanksgiving</p>	<p>Main Idea Sentence</p>	<p>Shy Fly</p>	<p>303</p>

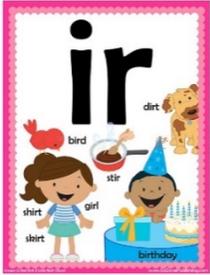
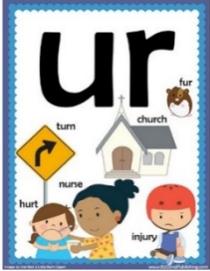
13		bee feed green jeep meet peep seed seed sleep tree	new must have	Alaska antlers bugle Canada mate	Root Words	Moose	Types of Paragraphs	Peep Peep	326
14		bean dream leaf leap read spear tea tear	black white what	conserve deciduous energy trunk winter	Root Words	Trees in the Winter	Strong Adjectives & Verbs	Green Bean Tea	349
15 REVIEW			Shr- shred shrimp shrink shrub shrug	Thr- thread three throat throne throw	Spl- splash splat splinter splish split	Squ- square squash squeak squid squirrel squirt			373
16		balloon boot broom moon pool spoon zoo	soon ate they	celebrate Christmas country festival holiday	Sorting & Categories	Christmas Around the World	Descriptive Paragraph	Pool Party	399

17		<p>blue glue clue duel fuel tissue</p>	<p>say under there</p>	<p>compromise disagree friendship kind listen</p>	Analogies	Friendship	Descriptive Paragraph	The Clue Crew	422
18		<p>blew dew flew grew screw stew</p>	<p>please of three</p>	<p>connect fiberglass poles skiing snowboarding</p>	Analogies	Skiing and Snowboarding	Opinion Paragraph	New Stew	445
19		<p>bruise cruise fluid fruit juice suit</p>	<p>had him funny</p>	<p>bones Finland hockey mph smooth</p>	Irregular Plural Nouns	Ice skating	Opinion Paragraph Transitions	The Summer Cruise	467
20 REVIEW			<p>-st best list nest rest roast toast</p>	<p>-nt bent count giant joint paint</p>	<p>-lt belt built colt melt quilt salt</p>	<p>-ft craft gift lift raft soft swift</p>			489
21		<p>claw crawl draw saw straw yawn</p>	<p>her some they</p>	<p>commander solider great leader Virginia</p>	Pronouns	Presidents: Washington	Informative Paragraph	Dawn Can Draw	515

22		<p>aunt auto haul launch pause sauce</p>	<p>as then come</p>	<p>Lincoln President slavery states war</p>	<p>Adverbs</p>	<p>Presidents: Lincoln</p>	<p>Informative Paragraph</p>	<p>Autumn's Motto</p>	<p>538</p>
23		<p>Annoy Boy Cowboy Joy Roy Toy</p>	<p>could when blue</p>	<p>escape freedom Pennsylvania tunnel Underground Railroad</p>	<p>Adverbs</p>	<p>Harriet Tubman</p>	<p>Narrative Paragraph</p>	<p>Cowboy Joy</p>	<p>560</p>
24		<p>boil coin join moist oink spoil</p>	<p>were them was</p>	<p>crop rotation discovered scientist slave student</p>	<p>Contractions</p>	<p>George Washington Carver</p>	<p>Narrative Paragraph Sequencing</p>	<p>Ahoy!</p>	<p>581</p>
<p>25 REVIEW</p>			<p>-pt adopt erupt script slept swept wept</p>	<p>-sk ask desk mask tusk whisk</p>	<p>-nk bank ink link pink sink tank think</p>	<p>-rk ark cork mark park pork work</p>			<p>604</p>

26		<p>clown cow crown down gown pow</p>	<p>ask an where</p>	<p>boycott equal march protest segregation</p>	<p>Contractions</p>	<p>Rosa Parks</p>	<p>Poetry: Couplet</p>	<p>Princess Yow- Yow</p>	<p>630</p>
27		<p>couch house mouse mouth pout proud</p>	<p>over just fly</p>	<p>amphibian chain cluster damp eggs</p>	<p>Types of Writing</p>	<p>Frogs and toads</p>	<p>Poetry: Triplet</p>	<p>House Mouse</p>	<p>653</p>
28		<p>baby family happy jelly puppy sunny</p>	<p>any know round</p>	<p>butterfly caterpillar chrysalis milkweed monarch</p>	<p>Types of Writing</p>	<p>Monarch Butterflies</p>	<p>Poetry: Quatrain</p>	<p>Happy Birthday Baby!</p>	<p>676</p>
29		<p>book brook cook foot look shook stood wood</p>	<p>put every give</p>	<p>drone hive important nectar pollen pollinate protect</p>	<p>Suffixes</p>	<p>Bees</p>	<p>Poetry: Acrostic</p>	<p>The Cook Book</p>	<p>699</p>

30			<p>-ct act collect elect insect pact subtract</p>	<p>-sp clasp crisp gasp grasp wasp</p>	<p>-mp blimp camp chimp jump lamp stamp</p>	<p>-lp alps gulp help kelp pulp yelp</p>		722	
31		<p>harp heart scar scarf shark sharp yarn</p>	<p>old by once</p>	<p>Africa beautiful kindness need neighbor</p>	<p>Metaphors</p>	<p>Kindness</p>	<p>Poetry: Concrete</p>	<p>Scar Chars</p>	749
32		<p>corn fork horse north storm sword</p>	<p>after think open</p>	<p>determined special Olympics remember medal</p>	<p>Object Pronouns</p>	<p>Determinatio n</p>	<p>Poetry: Haiku</p>	<p>The North Shore 40</p>	772
33		<p>clerk fern germ her herd perm</p>	<p>let going has</p>	<p>bison elk odd pair rhino</p>	<p>Similes</p>	<p>Odd Animal Friends</p>	<p>Poetry: Limerick</p>	<p>Germy Germs</p>	795

34		bird birthday dirty girl shirt skirt stir	walk again live	firefighter natural disaster tornado flood situation	Double Middle Consonants	Firefighters	Poetry: Cinquain	The Birthday Girl	818
35		church fur hurt injury nurse turn	may stop thank	doctor health nurse patient temperature	Synonyms	Nurses	Poetry: Diamante	Curve Ahead	841
36 REVIEW			-nd band blend kind pond spend wand	-rd award bird board cards cord hard	-ld child cold field old sold told wild world	-lf calf elf golf half shelf wolf			864

Appendix pg. 890

Optional material includes:

Hansel & Gretel Literacy Unit

Write Your Own Fairy Tale Story Circles

Daily Writing Program: Optional Teacher's Guide

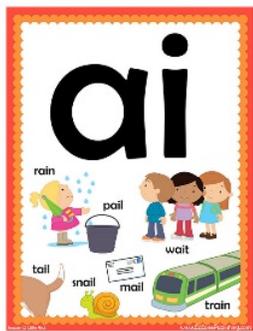
This program includes a fully integrated writing program that will cover daily lessons over the course of the curriculum. Each week, you'll be provided with colorful teaching charts and daily coursework for student completion. The charts will print at the beginning of the week, and the coursework will print throughout the program as needed. While most of the lessons are self-explanatory, you can use the included teaching guides, located in the appendix, to expand the daily lessons.

Curriculum Overview

The first two weeks of this curriculum will review knowledge of letter sounds, short and long vowel variations, and provide a general introduction to vowel teams. As such, weeks 1 & 2 are outlined slightly differently than the remaining weeks, 3 -36. Again, everything prints in the necessary order, this outline is simply for your reference and to explain the intention and use of the curriculum.

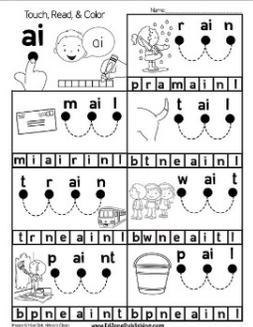
Vowel Sounds Review Week 1	MON					
	TUE					
	WED					
	THUR					

Vowel Teams Review Week 2	MON					
	TUE					
	WED					
	THUR					



Weekly Charts & Posters

At the start of each week, you'll find new colorful charts you can use for teaching the weekly lessons. The first chart introduces the new vowel team and word list for the week. Any following charts are intended to be used as references for the writing portion of the program. Display charts near student workstations for easy teaching opportunities.



Touch, Read & Color

This is a simple worksheet for students to begin to practice reading their new vowel team. Students place their finger on the dots and follow their path as they read. Students then spell the word by coloring in the correct letter boxes for each word.



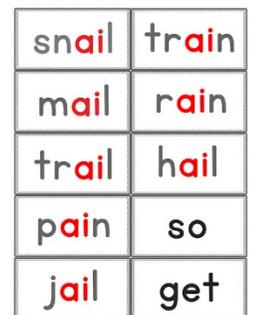
Writing

This curriculum includes daily writing instruction over the course of the entire 36-week program. Students starting with little to no writing experience will build the necessary skills to write strong sentences, complete paragraphs, and even poetry. Use the daily reference folder and weekly charts to teach and review concepts as needed.



Write & Find:

Students build strong reading and spelling skills while searching for their words in the puzzle. Words are presented horizontally, backward, vertically, and diagonally.



Flashcards:

Flashcards provide a quick tool for reading vowel team words and weekly sight words. Use these cards for weekly review, sorting games and writing sentences. Print in black and white once students have mastered the middle vowel sounds.

TUESDAY

ai handwriting practice sheet with words: tail, wait, pail, mail, rain, snail. Includes a star goal and a writing prompt: 'Use two of your words to write sentences.'

Spell & Write

Students practice key handwriting skills while spelling out their weekly words. A simple sentence writing prompt encourages students to use their new words to make a sentence. Students color one star for each row of text they complete. Encourage students to develop longer sentences to reach their star goal.

Circle & Write phonics activity with a grid of letters: sn, tr, ai, ea, l, m; en, m, i, ai, n, l; p, r, ai, oa, n, r; r, t, ea, ai, l, e; w, r, ai, u, t, d; tr, p, ai, i, n, s. Includes a drawing of a train.

Sound it Out

Students develop phonological awareness by segmenting words into individual sounds. Students then rebuild their word from the sounds and write it on the line next to the picture.

Writing prompt sheet with 'Remember' section and 'Watch out!' section. Includes prompts like 'I don't fix this.', 'I just won the prize.', 'Hurry up.', 'Don't touch that.', 'Oh my, I didn't know.', 'What a sight!'.

Writing

This curriculum includes daily writing instruction over the course of the entire 36-week program. Students starting with little to no writing experience will build the necessary skills to write strong sentences, complete paragraphs, and even poetry. Use the daily reference folder and weekly charts to teach and review concepts as needed.

Roll, Read, & Color game board with a grid of words: snail, rain, pail, train, main; mail, train, snail, brain, pain; train, main, mail, snail, rain; main, grain, plain, mail, train; grain, pain, snail, pail, mail; plain, rain, grain, pain, pail; rain, snail, snail, main, stain.

Roll, Read, & Color

This fast-paced dice game encourages students to put their new reading skills to the test. Students take turns rolling the die and finding the matching column. Students must read and color the next available word in the corresponding row, working their way from the bottom up. The student to color and read the final word in any column wins. This game can be played as single player as well, students are eager to see which animal will win the race!

Find & Color Your Sight Words activity with a grid of words: the, go, said, one, said, all, you, said; say, said, say, read, go, he, said, go; said, me, said, said, said, said, said; if, all, big, said, said, little, am, big; my, a, lake, said, said, little, am, big; said, my, said, said, one, said, all.

Find & Color Sight Words

Students practice reading their weekly sight words with this fun coloring activity. This is a great opportunity to use bingo daubers, counters, or other hands-on-manipulatives. Students choose one color for each sight word in the center square then search and color their words circles. Optional: Call out a few of the other sight words for students to find and dab. This is a great way to review previous words.

WEDNESDAY

Reading Strategies Look at each word and see what the picture shows.

The snail
The snail is
The snail is red.

The pail
Get the pail.
You get the pail.

Apple pie
Apple pie is my favorite.
Apple pie is my favorite dessert.

Grammar Power Look at each word and see what the picture shows.

swim Noun | Verb stamp Noun | Verb jump Noun | Verb
whale Noun | Verb ride Noun | Verb nest Noun | Verb

Reading Strategies & Grammar Power

This first half of this sheet provides students with ample opportunity to practice reading their new vowel team words, sight words and vocabulary words. The second half of the sheet progressively covers key grammar and language arts skills.

CHARACTER **HONEST AS APPLE PIE**

One fall day, Billy's mom made an apple pie. Billy loved apple pie. It was his favorite dessert. Billy's mom set the pie on the table. "Do not eat this pie," she said. Then, she went to work. Billy tried hard not to eat the pie, but it looked so good. He took one little bite from the edge. Billy felt sad. He did a bad thing. When Billy's mom got home she saw the bite. "Did you eat the pie?" she asked. Billy felt sad. He cried, but he did not lie. "Yes, I did. I'm sorry I ate the pie."

Find and mark your vocabulary words: work dessert lie truly

What do you think Billy's mom said after he told the truth?

Draw how Billy felt after he ate the pie. Draw how you think Billy felt after he told the truth.

The dog ate the pie.
Billy did not eat the pie.
Billy ate some of the pie.

Reading Comprehension

Each week, students are provided a short non-fiction paragraph that can be used to build and develop comprehension skills. These passages cover science, history, social studies, and character development. As such, there are many new words presented in each passage and students are not expected to be able to read these on their own. In fact, you might find it helpful to read the passage to the student, or to read together. The goal of this activity is to develop the necessary skills needed for comprehension and understanding of non-fiction text.

Remember! Name: _____

1. Add an adjective and a period to each sentence.
2. Draw a picture to match each sentence.

1. _____ house is blue.
2. A _____ mouse is in the box.
3. The _____ fence is tall.
4. I am wearing _____ shorts.

Writing

This curriculum includes daily writing instruction over the course of the entire 36-week program. Students starting with little to no writing experience will build the necessary skills to write strong sentences, complete paragraphs, and even poetry. Use the daily reference folder and weekly charts to teach and review concepts as needed.

BUILD WORD Name: _____

h l r n

m l p n

sn l tr n

Writes **ai** on each square. Cut and paste them above.

Build a Word

Students write, or stamp the missing letters onto the squares. Encourage students to practice the sound aloud as they write. Next, students cut and paste the squares in the word blanks above to complete the word.

Sight Word Play Dough Mats

Roll: **said**

Trace: **said** Write: _____

Sight Word Play Dough Mats

Two play dough mats are included each week. These provide students with hands-on learning opportunities to practice reading, spelling, and writing their weekly sight words. TIP: Store in page protectors for reuse.

THURSDAY

READ Book 1 Week 1

Snail Mail

In the morning, Sam likes to go get his mail. But, Sam has a very little tail so it takes Sam all morning to get to his mailbox. Sam makes a trail all the way there.

Sam is so quick that he has to wait for the mail. So he waits, and waits in the rain. "When will the mail get here?" he says.

Early Reader

Students put their new reading skills to the test by reading the weekly early reader. [Assembly is a snap with our story strip format](#). Store these readers in a small container or empty tissue box for students to continue to practice reading.

VOCAB' DAB Name: _____

Write your vocabulary words. Use each vocabulary word in a sentence. Then, use the same color to dab and match the words to the definitions.

apple truth
dessert honest
favorite

Fill and say each word in a sentence.

apple, dessert, honest, favorite, truth

Dab to match the words with the clues.

apple, dessert, honest, favorite, truth

is that more than the other? speaking truth? fruit from a tree? not a lie? sweet treat?

Vocab' Dab

Each week students will have new vocabulary words to write. These words were previously presented in the phrases and non-fiction reading passages earlier in the week. Most words will be familiar or easily decoded from contextual clues in the comprehension passages. This worksheet encourages students to "dab" and use each word correctly in a sentence. Next, students must correctly match the word and definition by "dabbing" them the same color.

said

the go said like
in said did help
of me my said

me me

s a i d
s a i d
s a i d
a m p s d
l e n i e
d i a d a
e s m e i

Dip & dab

me

Sight Word Activity Page

Students finish up the week with this sight word activity sheet. This sheet covers the two new sight words with a variety of quick exercises. First, in the top left corner, students trace to spell their word. Second, students must find their word from the choices below. Third, students practice writing their word a few times on the blank lines. In the top right corner, students color to spell their word multiple times. Just below, students will carefully look for their words in the word search (multiple times). Finally, students use a Q-tip™ and paint to dip and dab their word.

Remember! Name: _____

Write each sentence. Rewrite each sentence. Use capital letters to begin the sentence and periods to end the sentence.

lift up your hands
don't forget to smile
listen to the teacher
respect your neighbors

When I choose the correct ending position:
Can you have a triceratops? Set down please.
What is a big frog? I need glasses.

Writing

This curriculum includes daily writing instruction over the course of the entire 36-week program. Students starting with little to no writing experience will build the necessary skills to write strong sentences, complete paragraphs, and even poetry. Use the daily reference folder and weekly charts to teach and review concepts as needed.

SPIN & BUMP!

Spin the spinner and place your counter on the grid. If you land on a word, bump the other player off the grid and take their counter. If you land on a blank space, you can bump the other player off the grid and take their counter.

Spin the spinner and place your counter on the grid. If you land on a word, bump the other player off the grid and take their counter. If you land on a blank space, you can bump the other player off the grid and take their counter.

snail	train	pal	snail	train	pal	train	snail
pal	rain	train	pal	rain	train	rain	pal
train	pal	snail	train	pal	snail	pal	train
rain	snail	rain	rain	snail	rain	snail	rain
train							
pal	pal	rain	pal	pal	rain	pal	pal
snail	rain	train	snail	rain	train	rain	snail

Spin & BUMP!

This competitive game is a blast to play with 2 or more players. Use a pencil and paperclip to make a spinner. You'll need a handful of different colored counters or coins or each student. Students take turns spinning and placing their counter on any corresponding word in the grid below. Other players can BUMP you off if they spin a word that you are already on. The goal of the game is to be the first player to get five in a row. This game can also be played with bingo daubers and no bumping.

Literacy Review Weeks

Every five weeks is scheduled as a review week. Students will play games that cover sight words from the previous four weeks. This is also a great opportunity to replay any of the vowel team games as needed for individual students.

In addition to review, new blends, digraphs or trigraph clusters will be introduced. Students are not expected to be able to spell or read words with these blends. Instead, the focus is on understanding the individual beginning or ending sound associated with each word.

Review weeks also include a new Fairy Tale literacy unit. This includes a special 15-page early reader for students to read throughout the week. There are two daily literacy worksheets or activities to correspond with the weekly fable.



Included Titles:

- The Ugly Duckling
- Goldilocks
- The Little Red Hen
- Jack and the Beanstalk
- The Gingerbread Man
- Three Little Pigs
- Little Red Riding Hood

REVIEW WEEK	Blends		Fairy Tales		Games
MON					
TUE					
WED					
THUR					

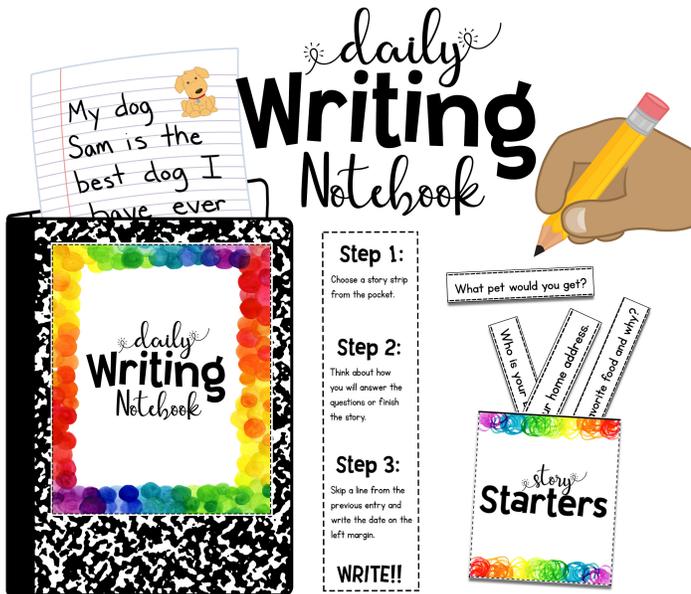
Note: Additional bonus material is located in the appendix (pg. 892) This includes a complete literacy unit for Hansel and Gretel, as well as interactive story writing elements for students who are interested in writing their own fables and fairy tales.

weekly Reference folder



Weekly Reference Folder

This is a simple reference folder for students to use throughout the year. This should be assembled by the instructor prior to starting the program and introduced to the student on the first day. Two manila file folders are glued back to back to create a three-panel folder. This folder will contain many helpful charts and concepts for students to reference as needed for their writing and grammar exercises throughout the course.



Daily Writing Notebook

An inexpensive composition or spiral notebook is needed to make the Daily Writing Notebook. Cut out and glue the pocket to the inside cover and place story strips inside. Each morning at the start of the day students choose a strip of paper that contains a story starter or question to answer in their notebook. This is intended to be a relaxed warm-up activity to get the creativity flowing. However, it is suggested that you encourage students to answer with complete sentences to expand their response with reasons to support their answers.

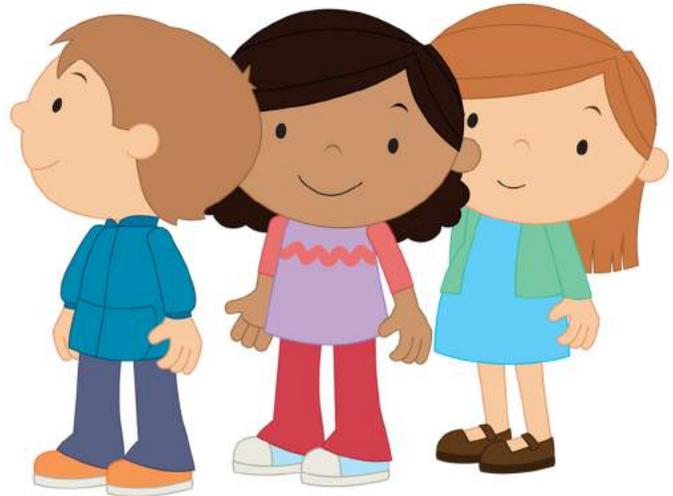
ai

rain



pail

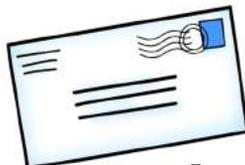
wait



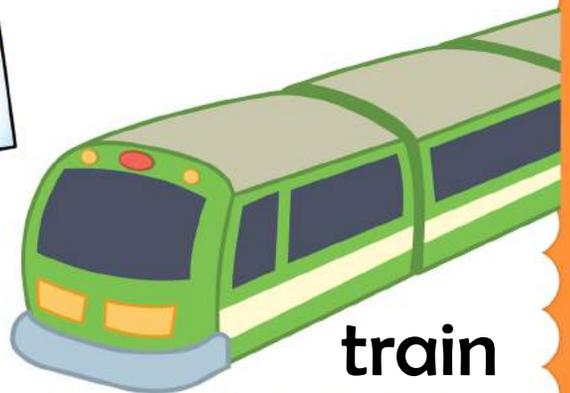
tail



snail



mail

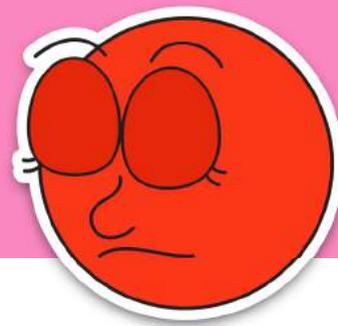


train

PUNCTUATION

period

when it's time to stop

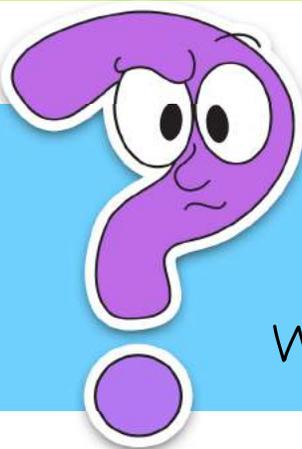


comma

when it's time for a breath

exclamation point

when it's time to be excited



question mark

when it's time to ask questions

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SENTENCES

Declarative •

makes a statement



Interrogative ?

asks a question



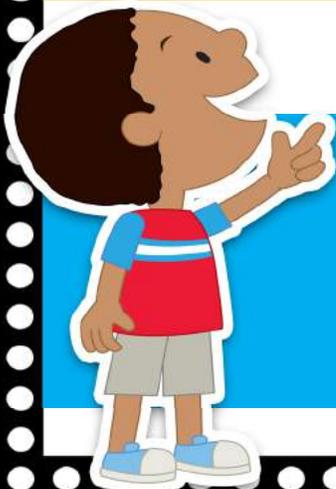
Exclamatory !

shows excitement



Imperative • !

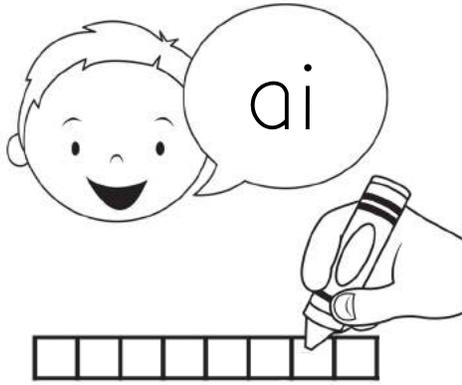
gives a command



Touch, Read, & Color

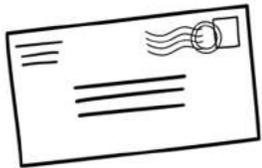
Name: _____

ai

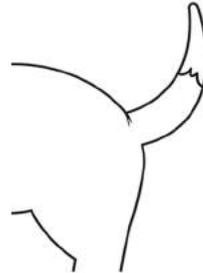


r ai n

p r a m a i n l



m ai l

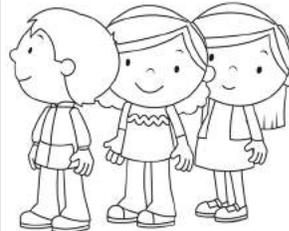
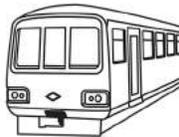


t ai l

m i a i r i n l

b t n e a i n l

tr ai n



w ai t

t r n e a i n l

b w n e a i t l



p ai nt

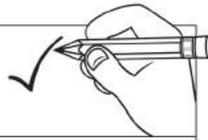


p ai l

b p n e a i n t

b p n e a i n l

Remember:



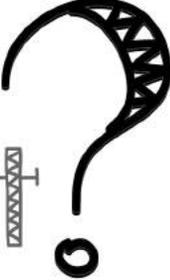
Name: _____

- Questions often begin with who, what, where, when, why, or how.
- A question ends with a question mark.

- **Read the sentences. Put a question mark at the end of each sentence.**
- **Use the question words to write your own questions.**

QUESTION

who
 what
 where
 when
 why
 how

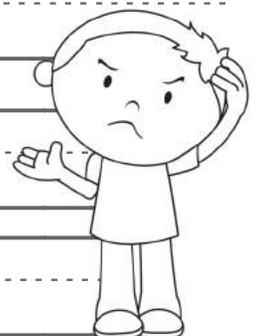


QUESTION MARK

1. Who is at the door
2. What is for dinner
3. Where can I play
4. When is the party
5. Why is my hat wet
6. How are you



Handwriting practice lines for the 'QUESTION' section. It consists of four sets of three horizontal lines (top, middle dashed, bottom) for writing original questions.



Name: _____

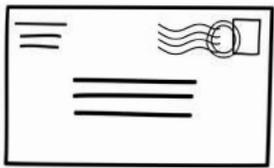
ai

Word List



Write and Find:


sn__l



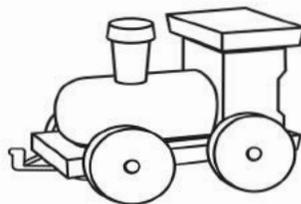
m__l



r__n



p__l



tr__n



tr__l

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

snail

train

mail

rain

trail

hail

pain

so

jail

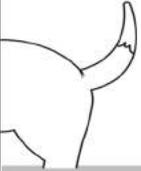
get

Name: _____

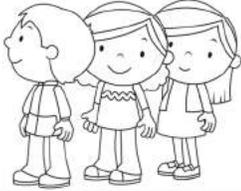
ai



Color one star for each row of words you complete.



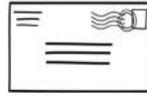
tail



wait



pail



mail



rain



snail

tail tail

wait wait

pail pail

mail mail

rain rain

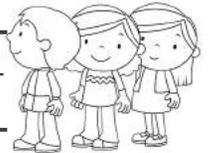
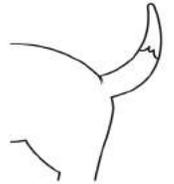
snail snail

Use two of your words to write sentences:

Circle & Write

Circle the sounds you hear in your word.
Then, write your word on the line.

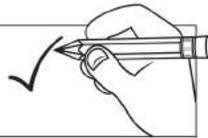
beginning sound		middle sound		ending sound	
sn	tr	ai	ea	l	m
en	m	i	ai	n	l
p	r	ai	oa	n	r
r	t	ea	ai	l	e
w	r	ai	u	t	d
tr	p	ai	i	n	s



Handwriting practice lines for each illustration, consisting of a solid top line, a dashed middle line, and a solid bottom line.

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Remember:



Name: _____

An exclamation is a way to show strong feeling.

Add an exclamation point to an exclamation.

Write an exclamation point after each sentence.

Write one or two exclamatory sentences below.

EXCLAMATION:

Watch out!
Wow!
Oh no!
Ouch!
Yay!
Awesome!

I can't fix this _____

I just won the prize _____

Hurry up _____

Don't touch that _____

Oh my, I didn't know _____

What a sight _____

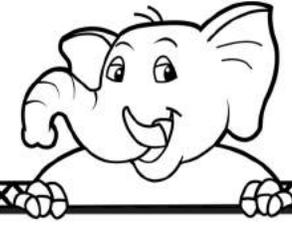
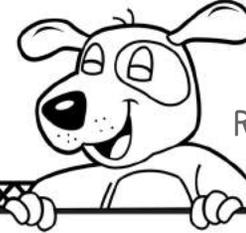
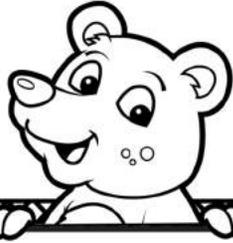
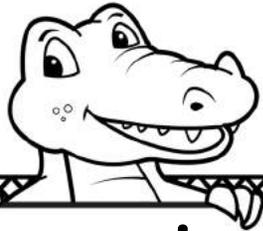


ROLL.....READ.....COLOR...&...WIN!

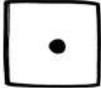
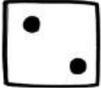
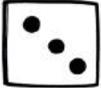
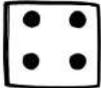
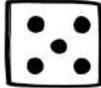
Name: _____

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Roll a die. Read and color the bottom word. Keep rolling, reading and coloring until an animal wins!



Roll 6 =
Roll Again

snail	rain	pail	train	main
mail	train	grail	brain	pain
train	main	mail	frail	rain
main	grain	plain	mail	train
grain	pain	stain	pail	mail
plain	rain	grain	pain	pail
rain	snail	snail	main	stain
				

Find & Color Your Sight Words

the	at	and	get	that	all	get	said
all	said	but	red	get	so	said	go
at	that	look	so	all	so	but	
get	all	big	get	jump	at	me	
my	at	that	but	said	get	am	so
said	get	said	so	at	see	said	all



Reading Strategies

Touch each word as you read the phrases:

The snail

The snail is

The snail is red.



Let us get

Let us get you

Let us get you a towel.



The pail

Get the pail.

You get the pail.



Apple pie

Apple pie is my favorite

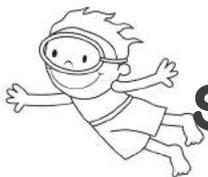
Apple pie is my favorite

dessert.



Grammar Power

Nouns and Verbs
Look at each picture. Circle noun or verb
to match each picture.



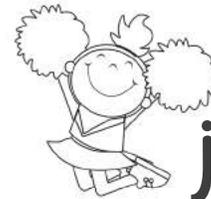
swim

Noun | Verb



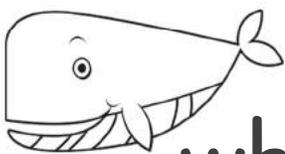
stamp

Noun | Verb



jump

Noun | Verb



whale

Noun | Verb



ride

Noun | Verb

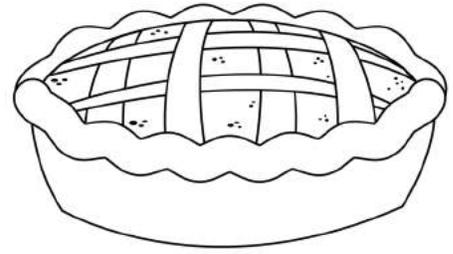


nest

Noun | Verb

HONEST AS APPLE PIE

One fall day, Billy's mom made an apple pie. Billy loved apple pie. It was his favorite dessert. Billy's mom set the pie on the table. "Do not eat this pie," she said. Then, she went to work. Billy tried hard not to eat the pie, but it looked so good. He took one little bite from the edge. Billy felt sad. He did a bad thing. When Billy's mom got home she saw the bite. "Did you eat the pie?" she asked Billy felt sad. He cried, but he did not lie. "Yes, I did. I'm sorry I ate the pie."



Images (c) Kari Bolt, Marceline Attard, Westmoreland Learning

Find and mark your vocabulary words:

apple

dessert

favorite



What do you think Billy's mom said after he told the truth?



What is the truth?

The dog ate the pie.

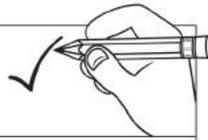
Billy did not eat the pie.

Billy ate some of the pie.

Draw how Billy felt after he ate the pie:

Draw how you think Billy felt after he told the truth:

Remember:



Name: _____

<input type="checkbox"/>	Adjectives describe nouns.
<input type="checkbox"/>	Statements end with periods.

Add an adjective and a period to each sentence.

Draw a picture to match each sentence.

1. The _____ house is blue_

2. A _____ mouse is in the box_

3. The _____ fence is tall_

4. I am wearing _____ shorts_

DRAW :

1.	2.
3.	4.

BUILD ^a WORD

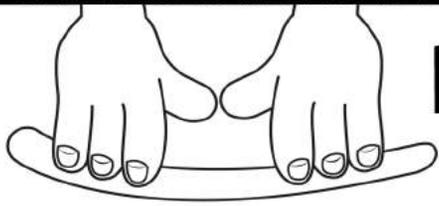


Name: _____

h <input type="text"/> l	r <input type="text"/> n
m <input type="text"/> l	p <input type="text"/> n
sn <input type="text"/> l	tr <input type="text"/> n

Write **ai** on each square. Cut and paste them above.

<input type="text"/>					
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------



Roll:

SO



Trace:

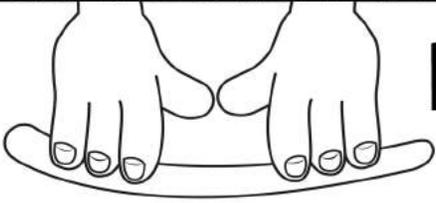
SO



SO

Write:

Roll:



get

Trace:

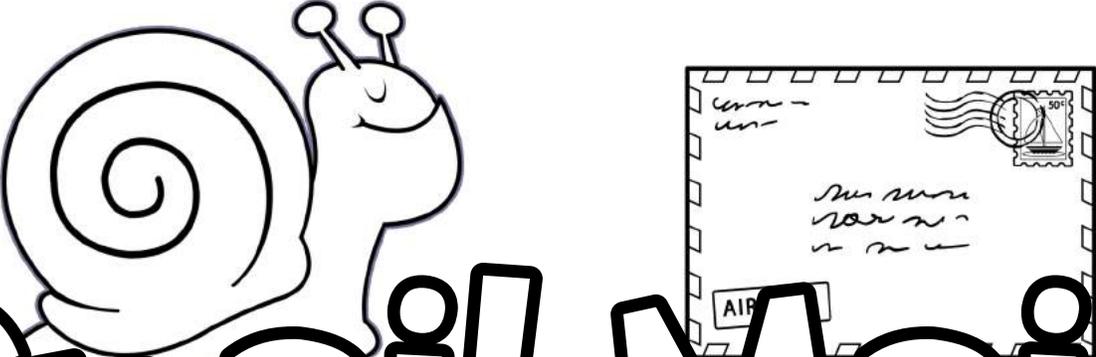


get



get

Write:

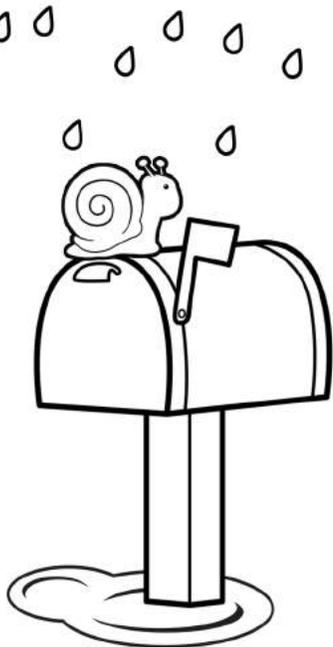


Snail Mail

In the morning, Sam likes to go get his mail. But, Sam has a very little tail so, it takes Sam all morning to get to his mailbox. Sam makes a trail all the way there.



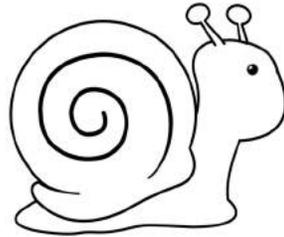
3



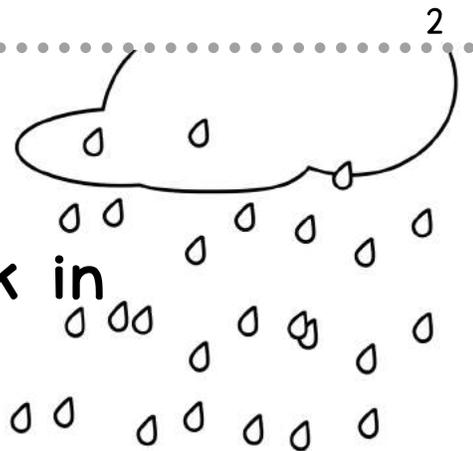
Sam is so quick that he has to wait for the mail. So he waits and waits in the rain. "When will the mail get here?" he says.

5

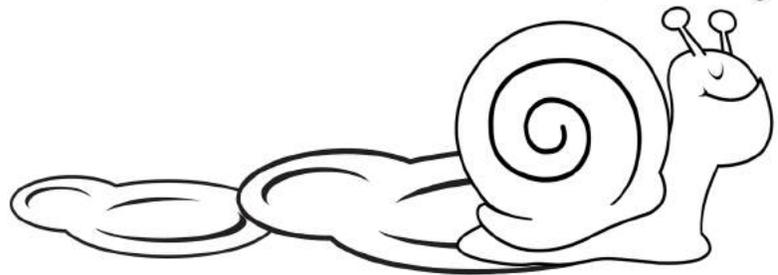
Sam is a little snail. He does not have a very big tail. "I am a slow, slow snail, with a very little tail," says Sam.



When it rains, Sam likes to get his mail. He can go quick in the rain with his little tail.



He is so slick!
He is so quick!



"Here is the mail!" says Gail.

"So, Sam how did you get here so quick?" she says.

"I am a slick snail!" says Sam.



VOCAB' DAB

Name: _____



Write your vocabulary words. Use each vocabulary word in a sentence.
Then, use the same color to dab and match the words to the definitions.

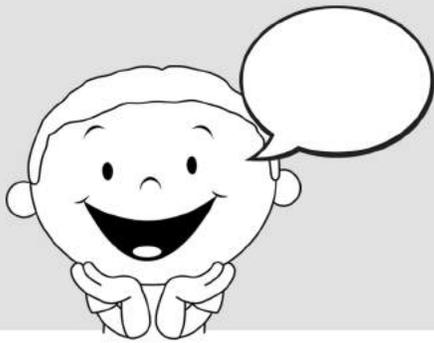
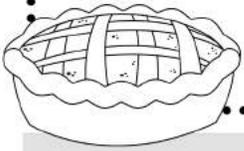
apple _____

truth _____

dessert _____

honest _____

favorite _____



Dab and say each word in a sentence:

favorite

apple

dessert

truth

honest



Dab to match the words with the clues:



apple

dessert

honest

favorite

truth

is liked more than the others

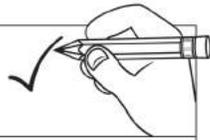
speaking truth

fruit from a tree

not a lie

sweet treat

Remember:



Name: _____

- A command tells someone or something what to do.
- Commands end with periods.

- Rewrite each command.
- Start with a capital letter and end with a period.

COMMANDS :



lift up your hands

don't forget to smile

listen to the teacher

Review: Choose the correct ending punctuation.

Do you have a brother

Whose shoes are these

Sit down, please

Where did the cat go

What a big hole

Hey, that hurt

I need glasses

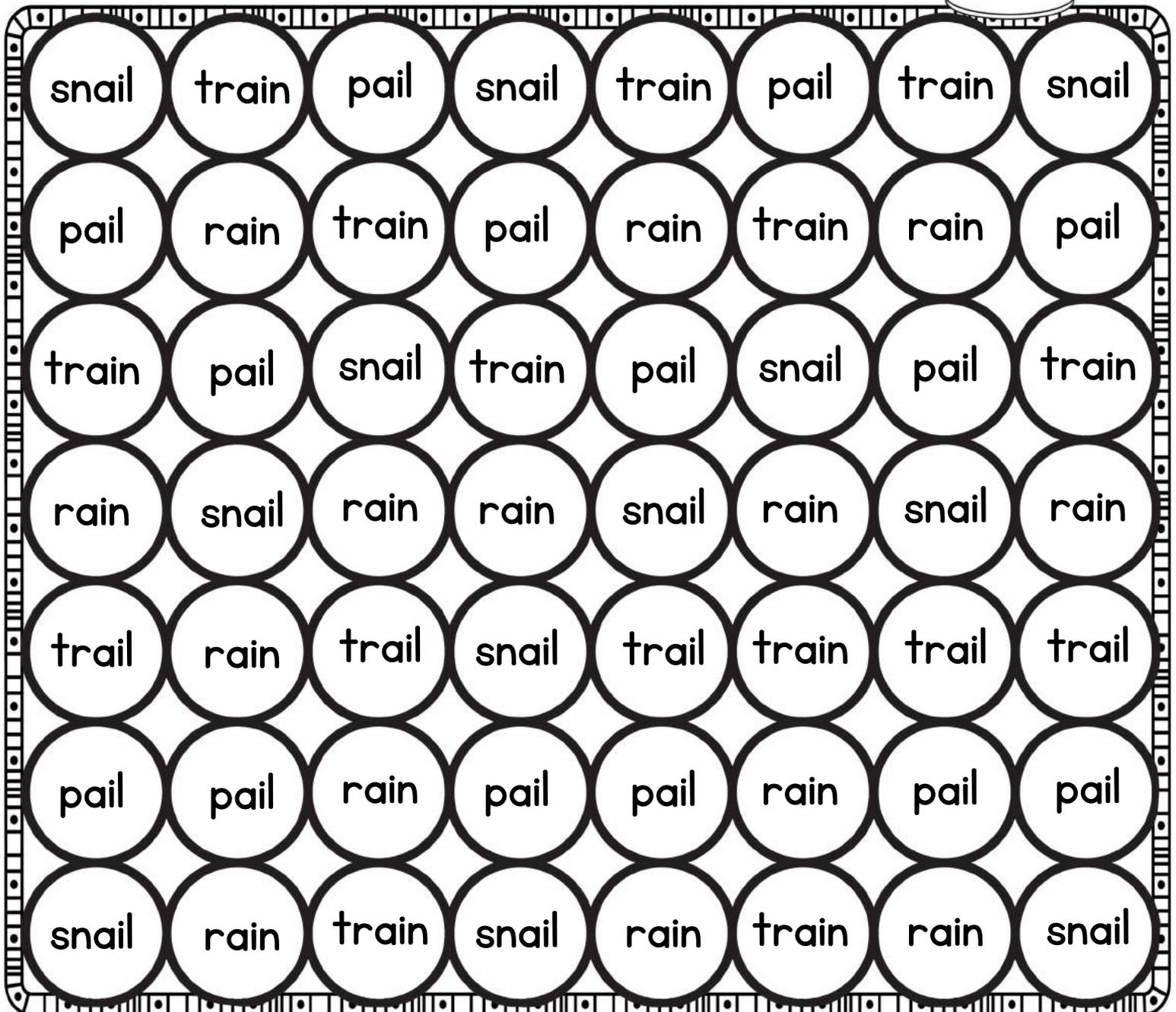
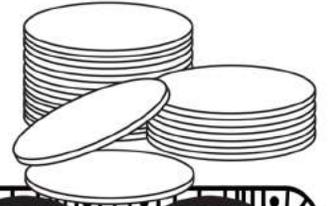
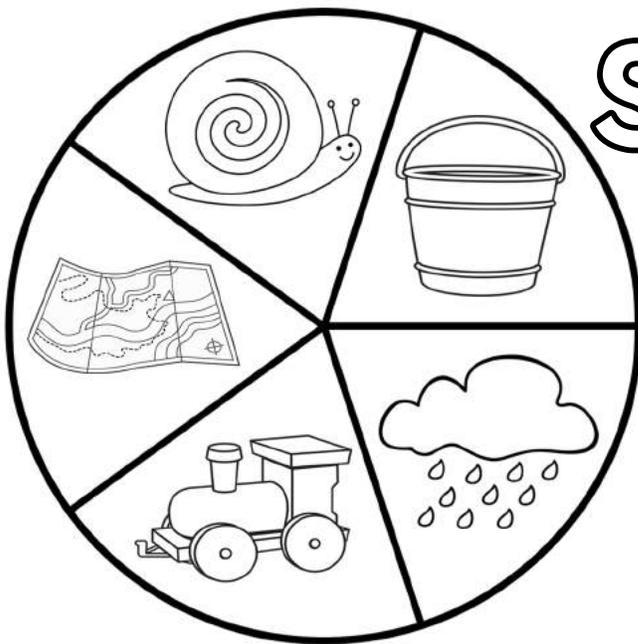
Please bring me the socks

SPIN & BUMP!

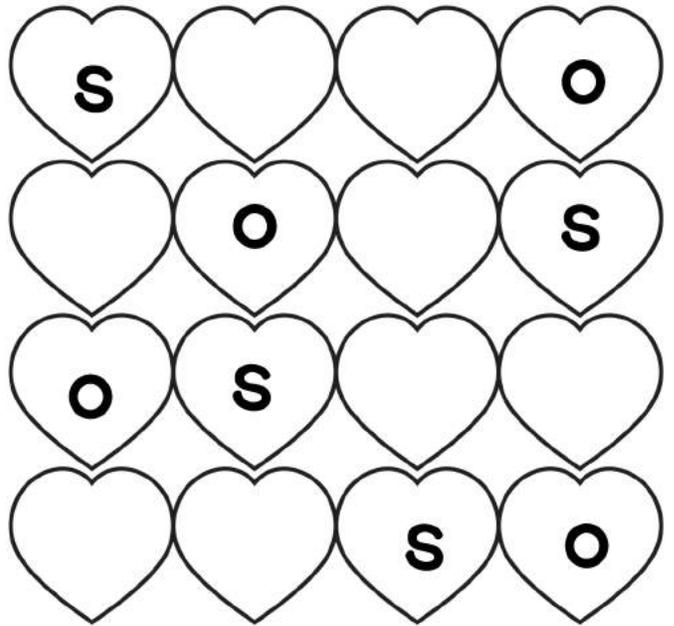
Supplies: Pencil, Paperclip, Counters or Coins

2-Player: Spin and find your word on the grid. Cover it with your counter. If a word is taken, you can BUMP the other player off and place your own counter there. First one to 5 in a row wins!

1-Player: Spin and find your word on the grid. Cover it with a counter. Continue until you spin a word that is all covered.

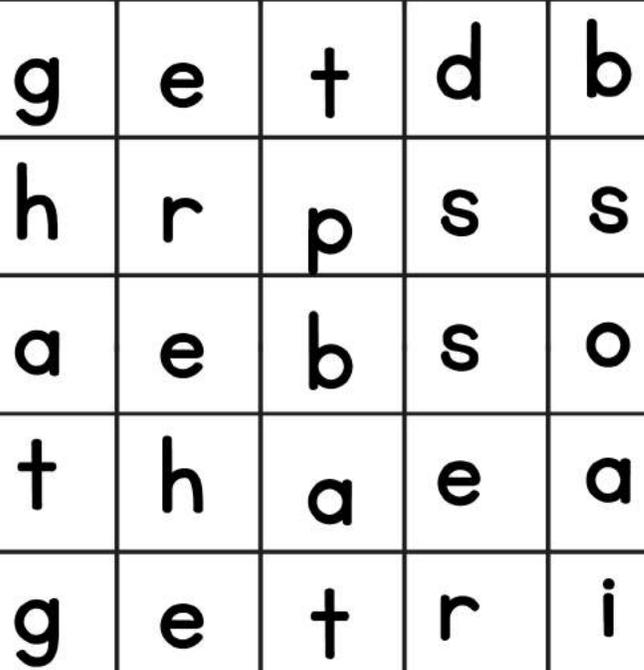


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Dip & Dab

