

Week 3, Unit 3, A Time to Play

DAY 1



ASSIGNMENT

A Time to Play Textbook,
pages 28–30

Skilpak, pages 27–29



OBJECTIVES

“Read” a picture and dictate
an experience story.

Identify the sound and letter
c as in *cap*.

Identify the word *rides* and
will reinforce it through
writing.



HANDWRITING

Lesson 6. lowercase g and q



SPELLING

Spelling begins Week 8.



READING

PHONICS

Objective: review short /a/ and short /i/ families,
review initial and final consonant sounds
Discriminate between the short /a/ and short /i/
sound. Introduce digraph /th/.

New: digraph th. Note that the th sound is made by
putting the tongue between the teeth. Th is usually
'noisy' or 'voiced' meaning that the vocal cords are
working. You will feel this in such words as 'the, than
and that.' It is quiet or 'unvoiced' in the word thin.
Your student may enjoy putting their hand on their
throat to hear the quiet and noisy versions of /th/.

Day 1

Review short a and i words that your student has
learned by practicing word cards. Practice spelling
some words out with letter manipulatives, or practice
spelling using hands on activities options listed in
introduction. Add an “s” to make plural nouns as
appropriate, e.g. cats, hats, pans, pigs, lips, etc.

LIFE READING SERIES

TEACHING PAGE 28, A TIME TO PLAY

Study the pictures with your student, noting that they
tell a story. Ask leading questions about the pictures.
Suggest that your student tell you a story about the
pictures, which you will write down.

Continue to question if necessary. Write the story

using your student's exact words as far as possible.
Read the story aloud calling attention to the left-to-
right sequence, capital letters, and punctuation. Ask
your student to read the story to you assist as needed.
Encourage your student to read the story to other
families later in the day.

Optional: Pause here to read an animal story.
Consider *No Dogs Allowed, Jonathan!* by Mary Blount
Christian. This is also a good time to discuss the
proper care of animals.

To help your student discriminate the sound of c as
in *cap*, show pictures of objects that begin with this
sound, as well as some that begin with *b, j* and *l*. You
may also write the letters on the board, then write the
names beneath the letters, making sure your student
understands the relationship.

SKILPAK, PAGE 27

Name the pictured objects and have your student
locate the first picture in row one, name it, and trace a
line around it, then draw a line around the remaining
pictures in the row whose names begin with the same
sound as the first picture. Continue this procedure for
rows two, three, and four.

TEACHING PAGE 29, A TIME TO PLAY

Write *cap* on the board and read it. Ask your student
to look at the pictures on the page and name some of
the items shown that begin with the same sound as
cap. Write the words on the whiteboard and repeat
them. Ask your student how these words are alike,
and encourage understanding that the beginning
sound in each word is represented by the letter *c*.

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Write *Carlos* on the board and have the child listen to the beginning sound. Write names that start with the hard *c* sound. If your student has a name beginning with *K*, write it elsewhere on the board and briefly state that the letter *K* also makes the same sound as the hard *c*. Remind your student that names begin with capital letters.



WRITING

HANDWRITING

Begin Lesson 6 focusing on formation of lowercase *g* and *q*.

With your student look at page 29 and explain that one of the three letters in each box represents the sound heard at the beginning of the word that names the picture. Help your student to identify the pictures, if necessary. Instruct your student to carefully circle the *c* in the first box, because it is the beginning sound of *cap*. Continue through the page, letting your student work independently.

SKILPAK, PAGE 28

Identify the pictures. Have your student name the letter and draw a line independently as much as possible.

TEACHING PAGE 30, A TIME TO PLAY

Write *hides* on a whiteboard or piece of paper and ask your student to read it. Write *rides* directly below *hides*. Ask your student what letters of the words are the same. Underline *ides* in each word. Have both words read. Remind your student that these words can be told apart because he knows the sound of each of the beginning letters.

Write the sentence *Bill rides* on the whiteboard. Have it read, then erase *Bill* and have the word *rides* read again. Eraser and rewrite it in broken strokes. Have it traced. Write the word with all letter in broken strokes and have the child trace in the letters. Finally, beneath the completed word, place five blanks and let your student write the word.

Study the picture with your student and have him do the writing exercises.

You may want to help your student make a list of vehicles in which he can ride. Write this list on the board.

SKILPAK, PAGE 29

Have your student study the numerals on the top of the page. Instruct your student to write the numeral 1 in the box next to the picture that happened first and the numeral 2 beside the one that happened last. Encourage independent work. Take time for discussion.

Week 3, Unit 3, A Time to Play

DAY 2



ASSIGNMENT

A Time to Play Textbook,
pages 31–33

Skilpak, pages 30–33



OBJECTIVES

Read the word *rides* in context.

Identify the words *ride*, *run*, and *hide* and reinforce them through writing.

Read the words *ride*, *run*, and *hide* in context.



HANDWRITING

Lesson 6. lowercase g and q



READING

PHONICS

Review short a and i words that your student has learned by practicing word cards. Practice spelling some words out with letter manipulatives, or practice spelling using hands on activities options listed in introduction. See video for suggestions on teaching sound discrimination.

Words to practice: it/at, bit/bat, fit/fat, hit/hat, sit/sat

LIFE READING SERIES

TEACHING PAGE 31, A TIME TO PLAY

Study the page with your student, noting that the four pictures tell one story. Have your student tell what is happening in each picture so that the sense of the story is maintained. For example, why does Lad look the way he does during the ride. Why is Lad running away in the last picture? What would be a good title for this story? During a play-together time, you may want to discuss an experience your student has had with a pet.

Look together at the top left-hand box and have your student read the sentences. Have your student circle the one that tells what is happening in the picture. When finished, your student can read the chosen sentence aloud and discuss why they were picked.

SKILPAK, PAGE 30

Ask your student to study the pictures and to talk about them. Encourage understanding that a title

or story name usually tells what a story or group of pictures is about. Help him think of several appropriate titles, then choose the best for this particular story.

Review the techniques for tracing and have your student complete the page independently.

TEACHING PAGE 32, A TIME TO PLAY

Write *rides* on the whiteboard and beneath it, write *ride*. Have your student read the top word and tell how the two words differ. Bring out the answer that the word *ride* does not end in *s*. Write on the board *Rosa and Jill ride*. Have your student read the sentence and locate the word *ride*. Erase the *r* and rewrite it in broken strokes. Have your student trace and name the letter and read the word. Change the sentence to read *Bill and Jill ride*. Have your student read the new sentence. Follow a similar procedure with *run/runs* and *hide/hides*. Write the words *ride*, *run*, and *hide* in broken strokes and have your student trace them. Then place blanks on the board beneath the words and have your student write the words.

Look at the pictures with your student and encourage understanding that the sentences to the left of the pictures describe what is going on.

Help your student begin the tracing and writing exercises, then let her work independently.

SKILPAK, PAGE 31

Have your student read the words at the top of the page, look at the picture and choose the word that best completes the sentence beside each picture.

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Optional: Here is another activity you may want to use at this time: Make cards with the words presented so far in this course. Ask your student to identify a given word as you present the cards one by one.

TEACHING PAGE 33, A TIME TO PLAY

Direct your student to look at the four pictures. Ask leading questions to stimulate a discussion of what is going on. Encourage your student to infer details by looking at the given information in the pictures. Have your student locate and read the sentences in each box and circle the sentence that tells what is happening in the picture. Encourage independent work and discuss choices when your student is finished.

Optional: Begin to make a file of picture cards. Interesting pictures may be cut from many sources. From time to time show one to your student and prompt your student to tell a story about what is happening in the picture, write your student's story and then have your student read it to you and or/other family members.

SKILPAK, PAGE 32

Have your student name the pictures, then draw a line from the pictured object to the letter of its beginning sound.



WRITING

HANDWRITING

Complete Lesson 6, focusing on formation of lowercase *g* and *q*.

Week 3, Unit 3, A Time to Play

DAY 3



ASSIGNMENT

A Time to Play Textbook,
pages 34–36

Skilpak, pages 33–35



OBJECTIVES

Identify the word *can* and
reinforce it through writing.

Read the word *can* in
context.

Identify the word *this* and
will reinforce it through
writing.



HANDWRITING

Lesson 7. lowercase b and e



READING

PHONICS

Review discrimination of short /a/ & /i/

it/at, bit/bat, fit/fat, hit/hat, sit/sat
an/in, ban/bin, Dan/din, fan/fin, pan/pin, tan/tin
ham/him, jam/Jim, ram/rim, Tam/Tim
lap/lip, sap/sip, tap/tip
bad/bid, had/hid, lad/lid
bag/big, rag/rig
has/his

LIFE READING SERIES

TEACHING PAGE 34, A TIME TO PLAY

Write the question *Can Jill run?* on a whiteboard or piece of paper. Read the question and have your student orally answer the question. Write *Can*. Have your student read the word and underline the letter that stands for the sound at the beginning of the word. Have the letter identified.

Erase the capital letter *C* and rewrite it in broken strokes. Have your student complete and read the word *Can*. Directly below *Can* write *an* in broken strokes preceded by a blank space. Have your student add the initial consonant and then complete and read the word.

Write *Jill can run*. Help your student to compare *can* and *Can*. Note the punctuation mark at the end of the question and the statement. Explain why a question mark is used.

When your student is ready, write *can* in broken strokes and then write three blanks. Your student should trace and then write the word.

Look at page 34 with your student and discuss the pictures. Have your student read the two sentences and point out the end punctuation. Proceed as usual with the tracing and writing exercises.

Write the following sentences in a column on the whiteboard:

I can run.
I can hide.
I can ride.

Have your student locate the individual words in each sentence.

SKILPAK, PAGE 33

Have your student read the question above the picture, look at the picture, and circle the statement that best answers the question. Save time for discussion.

TEACHING PAGE 35, A TIME TO PLAY

Encourage discussion by asking leading questions about what is happening in the three pictures.

Have your student look again at the first picture and read the question aloud, then read the three sentences that follow. Discuss the correct sentence. Instruct your student to circle the most logical one. Have him work independently on the rest of the page.

Week 3, Unit 3, A Time to Play

Say the following pairs of words: *cap, car; cap, call; cap, come*. Your student should note that they all have the same beginning sound. Repeat the following pairs and have your student repeat the word from each pair that has the same beginning sound as *cap*: *light/candle; cut/draw; write/ count; letter/card; cup/dish; corn/lettuce*.

SKILPAK, PAGE 34

Identify the pictures with your student. Have him draw a line from the pictured object to the letter that represents the sound heard at the beginning of its name.

TEACHING PAGE 36, A TIME TO PLAY

Write “*I like this.*” on the whiteboard. Hold up a copy of *A Time to Play* while reading the sentence. Point to *this* and identify it for your student. Ask your student to dictate sentences using *this*. Write these on the whiteboard, then your student should identify the object that *this* refers by name.

Write *this* on the whiteboard in broken strokes. Have your student trace the letters and read the word. Place four blanks beneath the word. Have your student supply the missing word and read the completed word.

Look at the picture with your student and discuss. Follow the usual procedure to complete the page. This is a good time to check on the tracing techniques of your student. Stress neatness without making a big point of it.

Write the sentence *This animal runs*. Help your student to identify *this animal* as Lad. Repeat several variations of this drill.

SKILPAK, PAGE 35

Have your student read aloud each sentence, then reread the sentence silently. Your student should then decide what picture to draw to accompany the sentence. Allow time for your student to tell about the pictures. Label your student’s picture with the correct word, and let your student read it. Assist as needed.



WRITING

HANDWRITING

Begin Lesson 7, focusing on formation of lowercase *b* and *e*.

Week 3, Unit 3, A Time to Play

DAY 4



ASSIGNMENT

A Time to Play Textbook,
pages 37–39

Skilpak, pages 36–38



OBJECTIVES

Your student will read *this* in context.

Your student will recognize details in a picture and read and discuss a story.



HANDWRITING

Lesson 7. lowercase b and e



READING

PHONICS

Continue to practice short /a/ and short /i/ using word cards, letter manipulatives and hands on activities. Introduce digraph /th/. See video/script for suggestions on introducing digraphs /th/

LIFE READING SERIES

TEACHING PAGE 37, A TIME TO PLAY

Study the pictures with your student, asking leading questions. Return your student's attention to the first picture. Ask your student to read the question at the top of the page and tell what object *this* refers to (*bike*). Have your student read the three sentences at the bottom of the picture and then circle the sentence that best answers the question. Let your student complete the page independently.

Write the following words on the whiteboard:

runs ride this

Have your student read the words to find *this*. If it is the first word, your student should raise one hand. If it is the second word, raise two hands. If it is the third, your student should stand up. Make other lists and try other responses this exercise. For example, raising one, two or three fingers, or writing 1, 2, or 3 on a small white board or piece of paper.

SKILPAK, PAGE 36

Have your student look at the first sentence and the picture that follows it. What does *This* refer to in the picture? Have your student answer the question. Look together at the remaining pictures and identify the animals. Where are wild and tame animals found? Review the techniques for tracing and have your

student complete the page. He may want to give a title to the series.

TEACHING PAGES 38 & 39, A TIME TO PLAY

Discuss bicycles and their uses. Can your child ride a bike? Talk a bit about tricycles, or trikes. Discuss the fact that the name tells how many wheels they have. Explain that a one-wheeled cycle is a *unicycle*. Tell your student that today's story is about Bill, and what happened to him when he tried to ride a unicycle.

Have your student read the title at the top of the page, and allow time for your student to study the four pictures. Have your student read the sentence under picture one and then tell what is going on. Ask questions as needed to stimulate a good story. Continue through the page. Be sure to discuss the facial expressions of both Bill and Lad.

Write the title *Can Bill Ride?* on the whiteboard and have it read. Ask your student to retell the story of the textbook in his own words. Write it as he dictates and then read the story back to your student. Words that are not in the reading vocabulary may be used because the story is being told in your student's speaking vocabulary. Your student should not be held responsible for learning these words, however. If you would like the story to be saved for later, you may choose to write it on a piece of paper and have your student draw a picture to go with it.

SKILPAK, PAGE 37

Tell your student to look at the first picture and read the incomplete sentence that follows, then look at the two words above the sentence. One of these will complete the sentence. Be sure your student understands and chooses the correct word, by drawing a line around it. Your student should finish the page independently.

Week 3, Unit 3, A Time to Play

SKILPAK, PAGE 38

Have your student look at the three pictures and write the numeral 1 in the box before the picture of the event that happened first, the numeral 2 before the picture of the event that happened next, etc. Option: The pictures may be cut out and pasted in order on a sheet of paper, noting that this will destroy your student's work on the previous page.



WRITING

HANDWRITING

Complete Lesson 7, focusing on formation of lowercase *b* and *e*.

Week 3, Unit 3, A Time to Play

DAY 5



ASSIGNMENT

A Time to Play Textbook,
pages 40 & 41

Skilpak, pages 39 & 40



OBJECTIVES

Your student will review the correct sound of *c* as in *cap*.

Your student will identify the sound of *u* as in *bug*.



HANDWRITING

Lesson 8, lowercase *p* and *i*



READING

PHONICS

Continue to practice short /a/ and short /i/ using word cards, letter manipulatives and hands-on activities. Introduce digraph /th/. See video/script for suggestions on introducing digraphs /th/.

Week 3 Sentences

Ken's hand is in the sand.

Tim did dig.

Pam will nap.

Tam has a map.

LIFE READING SERIES

TEACHING PAGE 40, A TIME TO PLAY

Write the letters *c, j, b, l, r,* and *h* on the board. Read the following words and have your student tell which letter stands for the beginning sound in each word: *hat, laugh, jar, cane, jam, coat, boat, rose, light, raft, bat, cat.*

Have your student look at the first row of pictures on page 40. Identify the objects and have your student focus on the first picture. Why is the letter *c* above the car? Establish that the letter represents the first sound of the word. Continue this procedure with the next two pictures. If needed, give directions for the tracing and writing exercise, reminding your student that only the beginning letter is to be written. Pictures represent the following words: car, butterfly, horn, rainbow, cake, jacket, cup, Jack-in-the-box, cow, letter, jar, camel

SKILPAK, PAGE 39

Help your student name all the objects pictured. Have your student trace and write the beginning letters as called for.

TEACHING PAGE 41, A TIME TO PLAY

Write the word *run* on the whiteboard and have it read. Ask your student to listen for the sound in the middle of the word. Say *run* and underline the *u*. Ask your student what letter stands for the sound heard in the middle of *run*. Write the word making the *u* in broken strokes for your student to trace. Look at the textbook page together. Why is *u* printed in red? Pronounce the other words with your student, being sure that the relationship is clear and that your student recognizes the fact that *u* stands for the same sound in all four words typed in large lettering on the page. At the top of the page, direct your student to circle all the pictures that have the same middle sound as the word *run*. Then your student can trace and write the letters as called for. At the bottom, let your student work independently in choosing the correctly spelled word to accompany the picture by circling it.

SKILPAK, PAGE 40

Have your student locate the picture of the cup, then read the word and trace the letter. Follow through, identifying the pictures. If the word has the same middle sound as *cup*, the letter is to be written in the proper place. If the word does not have the same sound as *cup*, it is to be left incomplete.



WRITING

HANDWRITING

Begin Lesson 8, focusing on formation of lowercase *p* and *i*.

Week 3, Unit 3, A Time to Play



UNIT 3 TEST

Aside from general instructions, no assistance is to be given on the Criterion Exercises.

CRITERION EXERCISES, PAGES 7–8

Your student has now completed Unit 3. It is time to give the Criterion Exercises. These tests are to be sent to GRIGGS at the end of Period 1. The tests should be given as soon as your student has completed the Unit, and before the new Unit is begun. There are two tests for Unit 3. There is no time limit, and your student may rest between tests. Your student may not look at the textbook during the tests. Here are the instructions for the Criterion Exercises for Unit 3:

Page 7

Identify each picture and instruct your student to mark the box next to the letter that stands for the beginning sound of the name of the picture: 1. *Cake*, 2. *Horn*, 3. *Cane*, 4. *Cage*

Page 8

Have your student place a bookmark under the first row of words, in order to avoid confusion, then find the word *can* and mark the box next to the word. Say the word twice. Other words to be marked are: *this, rides, ride, hide, run, ride, this, run, can, rides, hide*.

When the two pages of testing are finished, they should be held in a safe place until the end of Period 1 when they are to be sent to Griggs with the other period 1 tests. If your student appears to have major problems with completing the Unit 3 Criterion Exercises, contact your Griggs K–8 director before beginning the next reading unit.

END UNIT 3