

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
PA	<b>Objective: Use finger cues to identify individual phonemes (sounds).</b> Explain that <u>me, do, and, go, at</u> are made up of individual speech sounds. Say/count/blend sounds in spoken words <u>me, do, and, go, at</u> .	<b>Objective: Use finger cues to identify individual phonemes (sounds).</b> Explain that <u>on, a, it, is</u> are made up of individual speech sounds. Say/count/blend sounds in spoken words <u>on, a, it, is</u> .	<b>Objective: Use finger cues to identify individual phonemes (sounds).</b> Explain that <u>can, run, in</u> are made up of individual speech sounds. Say/count/blend sounds in spoken words <u>can, run, in</u> .	<b>Objective: Introduce top and base lines and midpoint to prepare for learning letters that begin with a line.</b> Explain that <u>so, no, man</u> are made up of individual speech sounds. Say/count/blend sounds in spoken words <u>so no man</u> .	<b>Objective: Discuss beginning and end sounds.</b> Explain that <u>ten, tan, tin, ton</u> are made up of individual speech sounds. Say/Count/blend.	<b>Objective: Discuss beginning and end sounds.</b> Say/Count/blend <u>bed, top, he, will</u> . Practice beginning sounds in <u>and/at</u> and <u>it/is/in</u> and identify as same or different.	<b>Objective: Discuss beginning and end sounds.</b> Explain that <u>ten, tan, tin, ton</u> are made up of individual speech sounds. Say/Count/blend sounds in spoken words <u>we, an, my, up, last</u> . Say beginning sounds in <u>and/at/an</u> and <u>me/man/my</u> and identify as same or different. Say ending sounds in <u>and/bed</u> and <u>at/it/last</u> and identify as same or different.
SP	Explain the purpose for learning phonograms. Explain the purpose for and demonstrate correct sitting position. Identify the positions on an analog clock. Explain the purpose for and demonstrate correct directionality when finger writing a circle that begins at two on the clock.	Explain the purpose for learning phonograms. Demonstrate correct sitting position. Identify the positions of a clock, demonstrate correct directionality when finger writing a circle that begins at 2 on the clock. Read (say) phonogram <u>o</u> . Say and finger write.	Explain the purpose for learning phonograms. Demonstrate correct sitting position. Identify the positions of a clock, demonstrate correct directionality when finger writing a circle that begins at 2 on the clock. Read (say) phonogram <u>c</u> . Say and finger write.	Explain the purpose for learning phonograms. Demonstrate correct sitting position. Identify the positions of a clock, identify top, base lines and midpoint, short and tall and shor and tall lines, demonstrate correct directionality when finger writing a circle that begins at 2 on the clock. Read (say) phonogram <u>a</u> . Say and finger write <u>o, c, a</u> beginning at 2 on the clock.	Explain the purpose for learning phonograms. Demonstrate correct sitting position. Identify the position on an analog clock. Identify top and base ines and midpoint. Practice finger writing a circle, a short, and a tall line.	Explain the purpose for easy legible neat handwriting. Demonstrate correct pencil grip, positions on the clock, top and base lines and midpoint. Finger write a circle, short line, and a tall line. Read (say) phonogram <u>f, o, c, a, d</u> , b eginning at 2 on the clock. Read (say) phonograms <u>o, c, a, d, f</u> .	Explain the purpose for easy legible neat handwriting. Demonstrate correct pencil grip, positions on the clock, top and base lines and midpoint. Explain correct directionality when finger writing a straight line that begins at the midpoint and extends the same distance below the base line. Read and finger write a phonogram <u>g</u> . Read and finger write <u>o, c, a, d, f, g</u> . b eginning at 2 on the clock.
HFV					Read (say) phonogram <u>d</u> , <u>o, c, a, d</u> beginning at 2 on the clock.		
SCV	<b>Objective: Understanding word usage and meaning.</b> Explain the meaning of <u>me, do and, go</u> and use words in oral sentences. Look at the alphabet strip and name the lower case alphabet letters a-e.	<b>Objective: Understanding word usage and meaning.</b> Explain the meaning of <u>on, a, it is</u> , and use words in oral sentences. Look at the alphabet strip and name the lower case alphabet letters a-j.	<b>Objective: Understanding word usage and meaning.</b> Explain the meaning of <u>can, run, in</u> and use words in oral sentences. Look at the alphabet strip and name the lower case alphabet letters a-o.	<b>Objective: Understanding word usage and meaning.</b> Explain the meaning of <u>so, no, man</u> and use words in oral sentences. Look at the alphabet strip and name the lower case alphabet letters a-t.	<b>Objective: Emphasize usage and meaning of unfamiliar Spelling/Vocabulary words to build vocabulary.</b> Explain usage of <u>ten, tan, tin, ton</u> in oral sentences. Explain meaning. Compose oral sentences. Look at the alphabet strip and name the lower case alphabet letters <b>a-z</b> .	<b>Objective: Emphasize usage and meaning of unfamiliar Spelling/Vocabulary words to build vocabulary.</b> Explain usage of <u>bed, top, he will</u> in oral sentences. Explain meaning. Compose oral sentences. Say each lower case alphabet letter in order <b>a-z</b> . Reteach in small groups as needed.	<b>Objective: Emphasize usage and meaning of unfamiliar Spelling/Vocabulary words to build vocabulary.</b> Explain usage of <u>we, an, my, up, last</u> in oral sentences. Explain meaning. Compose oral sentences. Look at the alphabet strip and name the capital letters <b>A-E</b> .

	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
PA	Say/Count/Blend the sounds in <i>not</i> , <i>us</i> , <i>am</i> . Say the beginning sounds of <i>no/not</i> , <i>an/am</i> , <i>up/us</i> . Identify as same or different. Say the ending sounds of <i>can/run/in/man</i> . Identify as same or different.	Say the beginning sounds of <i>dad/dog</i> , <i>fad/fog</i> , <i>gag/gas</i> , <i>sad/sag</i> . Identify as same or different. Say the ending sounds of <i>dad/fad/sad</i> , <i>dog/fog/mag</i> . Identify as same or different.	Say the beginning sounds of <i>dad/fad/sad</i> , <i>dog/fog</i> , <i>gag/sag</i> . Identify as same or different. Say the ending sounds of <i>dad/dog</i> , <i>fad/fog</i> , <i>sad/sag</i> . Identify as same or different. Say the medial sounds in <i>had</i> , <i>bag</i> , <i>hog</i> . Use finger cues to discriminate sounds.	Say/blend the sounds in <i>bad</i> , <i>bed</i> , <i>bid</i> , <i>bud</i> , <i>bag</i> , <i>beg</i> , <i>big</i> , <i>bog</i> , <i>bug</i> . Say the beginning sounds of each. Say the ending sounds of each, and say the medial sounds in <i>dad</i> , <i>dog</i> , <i>gag</i> . Use finger cues to help identify medial sounds.	Say/blend the sounds in <i>bad</i> , <i>bed</i> , <i>bid</i> , <i>bud</i> , <i>bag</i> , <i>beg</i> , <i>big</i> , <i>bog</i> , <i>bug</i> . Use finger cues to help identify medial sounds.	Say/blend the sounds in <i>bad</i> , <i>had</i> , <i>beg</i> , <i>fed</i> . Use finger cues to help identify medial sounds.	Say/blend the sounds in <i>bog</i> , <i>hog</i> , <i>bid</i> , <i>big</i> , <i>hid</i> . Use finger cues to help identify medial sounds.
SP	Explain the purpose for easy, legible, and neat handwriting. Demonstrate correct sitting position. Demonstrate correct pencil grip. Identify positions on a clock. Identify top and base lines, and midpoint. Explain purpose of and correct directionality when finger writing straight lines. (SAME) Read phonogram <i>s</i> . Finger write, the phonogram <i>s</i> . Say and finger write the phonograms <i>o</i> , <i>c</i> , <i>a</i> , <i>d</i> , <i>f</i> , <i>g</i> , <i>s</i> .	(SAME) Read phonogram <i>qu</i> . (Explain rule 1, it takes two letters to make the sound.) Finger write, the phonogram <i>qu</i> . Say and finger write the clock letter phonograms <i>o</i> , <i>c</i> , <i>a</i> , <i>d</i> , <i>f</i> , <i>g</i> , <i>s</i> , <i>qu</i> .	(SAME) Read the clock letter phonogram. Finger write, the clock phonogram. Say and write the clock letter phonograms <i>o</i> , <i>c</i> , <i>a</i> , <i>d</i> , <i>f</i> , <i>g</i> , <i>s</i> , <i>qu</i> . (Increase time for writing.)	(SAME) Explain handwriting rules. Say, finger write the phonogram <i>h</i> . Read, write phonograms <i>o</i> – <i>h</i> .	(SAME) Explain handwriting rules. Say, finger write the phonogram <i>e</i> . Say and write the phonograms <i>o</i> – <i>e</i> .	(SAME) Explain handwriting rules. Say, finger write the phonogram <i>h</i> . Say and write the phonograms <i>o</i> – <i>h</i> .	(SAME) Explain handwriting rules. Say, finger write the phonogram <i>i</i> . Say and write the phonograms <i>o</i> – <i>i</i> .
HFV		Read: <i>dad</i> , <i>dog</i> , <i>fad</i> , <i>fog</i> , <i>gag</i> , <i>gas</i> , <i>sad</i> , <i>sag</i> for spelling and reading. Explain words that rhyme have the same middle and end sounds. Read those words from a board.	Read <i>dad</i> , <i>dog</i> , <i>fad</i> , <i>fog</i> , <i>gag</i> , <i>gas</i> , <i>sad</i> , <i>sag</i> on the board for reading and for spelling. Explain why they rhyme, with emphasis on the middle and ending sounds. Match the words with the same ending sounds.	Read: <i>bad</i> , <i>bag</i> , <i>bog</i> , for spelling and reading. (Use phonograms that have been introduced.) Read previously introduced words as time permits.	Read: <i>bad</i> , <i>bed</i> , <i>bag</i> , <i>beg</i> , <i>bog</i> for spelling and reading. Match words with same medial (middle) sounds.	Read: <i>bad</i> , <i>bed</i> , <i>bag</i> , <i>beg</i> , <i>bog</i> , <i>had</i> for spelling and reading to develop fluency. Match words with same medial (middle) sounds.	Read: <i>bad</i> , <i>bed</i> , <i>bid</i> , <i>bag</i> , <i>beg</i> , <i>big</i> , <i>had</i> , <i>hid</i> , <i>hog</i> for spelling and reading to develop fluency. Match words with same medial (middle) sounds.
SCV	Explain the usage of: <i>not</i> , <i>us</i> , <i>am</i> . Explain the meaning of <i>not</i> . Compose oral sentences using those words. Look at the alphabet strip and name the capital alphabet letters F – J. Review A-E.	Explain usage of <i>dog</i> and <i>fog</i> in oral sentences. Explain the meaning of <i>fog</i> . Let children use <i>sad</i> and <i>sag</i> in oral sentences. Look at the alphabet strip and name the capital alphabet letters K – O. Review A-E.	Explain the usage of <i>sad</i> , <i>sag</i> in oral sentences. Use them in oral sentences. Look at the alphabet to say the capital letters P – T. Review A – O.	Explain usage of <i>bid</i> , and <i>bud</i> . Use words in oral sentences. Let children use <i>sad</i> and <i>sag</i> in oral sentences. Look at the alphabet strip and name the capital alphabet letters A-Z.	Explain the meaning of: <i>bad</i> , and <i>bog</i> . Compose oral sentences using those words. Look at the alphabet strip and name the capital alphabet letters.	Explain the meaning of: <i>beg</i> , and <i>had</i> . Compose oral sentences using those words. Look at the alphabet strip and name the capital alphabet letters M – S. Review A-L.	Explain the meaning of: <i>hog</i> , and <i>hid</i> . Compose oral sentences using those words.

	Day 15	Day 16	Day 17	Day 18	Day 19	Day 20	Day 21	Day 22
PA	Say/Count/Blend the sounds in <i>did, hid, bid, bug, hug</i> . Identify the same middle and ending sounds.	Say/Count/Blend the sounds in any previously introduced words ( <i>me, do, and, go, at, on, a, it, is, can, run, in, so, no, man, ten, tin, tan, top</i> ).	Say/Count/Blend the sounds in any previously introduced words ( <i>bed, top, he, will, we, an, my up, last, not, us, am</i> ).	Say/Count/Blend the sounds in any previously introduced words ( <i>bag, beg, big, bog, bug</i> ).	Say/Count/Blend the sounds in <i>he, we, my, will, us</i> .	Say/Count/Blend the sounds in <i>ton, top, last, am, sag, bud</i> .	REVIEW DAYS 1-20	REVIEW DAYS 1- 20
SP	Explain positions for letter features, demonstrate correct directionality. Explain handwriting rules. Say, finger write phonogram <i>u</i> . Read, write phonograms <i>o – i</i> , and <i>u</i> .	Explain positions for letter features, demonstrate correct directionality. Explain handwriting rules. Say, finger write phonogram <i>j</i> . Read, write phonograms <i>o – j</i> , and <i>u</i> .	Explain positions for letter features, demonstrate correct directionality. Explain handwriting rules. Say, finger write phonogram <i>k</i> . Read, write phonograms <i>o – k</i> , and <i>u</i> .	Explain positions for letter features, demonstrate correct directionality. Explain handwriting rules. Say, finger write phonogram <i>l</i> . Read, write phonograms <i>o – l</i> , and <i>u</i> .	Explain positions for letter features, demonstrate correct directionality. Explain handwriting rules. Say, finger write phonogram <i>m</i> . Read, write phonograms <i>o – m</i> , and <i>u</i> .	Explain positions for letter features, demonstrate correct directionality. Explain handwriting rules. Say, finger write phonogram <i>n</i> . Read, write phonograms <i>a, c, d, f</i> . Analyze/evaluate for beginning at 2 on the clock.	REVIEW DAYS 1-20	REVIEW DAYS 1-20
HFV	Explain that a syllable is a word part pronounced with a single impulse of the voice. (Model with your last name.) Emphasize the meanings of syllable, vowel, and consonant to prepare for spelling dictation. Say names by syllables. Name the vowels <i>a, e, i, o, u</i> and explain that every word must have a vowel. Identify the vowels in <i>bag, beg, big, bog, bug, had, hid, hog, hug</i> . Explain the other letters are consonants. Identify the consonants in the previous words. Explain the vowels say their first sound in the words. Read the words for spelling and reading. (Use phonograms that have been introduced.) Read previously introduced words as time permits.	SAME-*. Explain that vowels say their first sound because they are followed by a consonant. Read the words for spelling and reading. Explain that vowels in <i>go, a, so, no</i> say their second sound because they are at the end of a syllable, rule 4. Read these words for spelling and for reading. Read <u>selected rhyming words previously taught</u> and explain why they rhyme	SAME-*. Identify the vowels in <i>had, hid, hog, hug</i> . Write and read <i>me, do, can, go, a, he, man</i> . Mark them, and identify the words that rhyme, read the words for spelling and reading. Explain that vowels in <i>me, do, go, a, he</i> say their second sound because they are at the end of a syllable, rule 4. Explain why the vowel says its first sound in <i>bed, top, will, up, an, last, not</i> . Explain the numbers are centered above the phonogram when it says a sound other than the first	Same-*. Identify the vowels in <i>lad, led, log</i> . Write <i>bag, beg, big, bog, bug</i> . Read the words for spelling and reading. Explain that vowels in <i>so, be, he</i> are underlined at the end of the syllable to show they say their second sound because they are at the end of a syllable, rule 4. Explain the numbers are centered above the phonogram when it says a sound other than the first sound. ( <i>do, is</i> )		Same- Explain that vowels say their first sound because they are followed by a consonant. Read the words for spelling and reading. Explain that vowels in <i>go, a, so, no</i> say their second sound because they are at the end of a syllable, rule 4. Read these words for spelling and for reading. Read <u>selected rhyming words previously taught</u> and explain why they rhyme	REVIEW DAYS 1-20. Focus on syllables, and vowels. Read words for spelling and for reading.	REVIEW DAYS 1-20.
SCV	Explain usage of <i>bug</i> , and <i>hug</i> . Use words in oral sentences. Let children use <i>them</i> in oral sentences.	Explain the meaning of two words from PA. Compose oral sentences using those words.	Explain the meaning of two words from PA. Compose oral sentences using those words.	Explain the meaning of <i>led</i> and <i>log</i> . Compose oral sentences using those words.	Explain usage of <i>mud</i> . Use <i>mud</i> in oral sentences. Let children use <i>them</i> in oral sentences.	Explain the meaning of <i>bag</i> . Compose oral sentences using those words.	Explain the meaning of two words from PA. Compose oral sentences using those words.	Explain the meaning of two words from PA. Compose oral sentences using those words.

[illegible]

[illegible]

	Day 31	Day 39	Day 40	Day 41	Day 42	Day 43	Day 44
PA	Say, count, and blend into words: may, today, cool.	Say, count, and blend into words: say, play, boy.	Say, count, and blend into words: feed, green, oil, paint.	Say, count, and blend into words: pool, tooth, teeth.	Say, count, and blend into words: over, mother, day.	Say, count, and blend into words: bird, fur.	Say, count, and blend into words: worm, earth.
SP	Read and say phonograms: a-z, and sh, ee, th, ow, ou, oo, ch, ar. Introduce, and read ay, ai, oy, oi. Identify and review the positions on the clock, top, midpoint, and baselines, pick a writing focus, then write ou, oo, ch, ar, sh, ee, th, ow, ay, ai, oy, oi, and vowels. Analyze/evaluate handwriting for the day's handwriting focus.	Read and say phonograms: a-z, and sh, ee, th, ow, ou, oo, ch, ar. Introduce, and read ay, ai, oy, oi. Identify and review the positions on the clock, top, midpoint, and baselines, pick a writing focus, then write ou, oo, ch, ar, sh, ee, th, ow, ay, ai, oy, oi, and v-z. Analyze/evaluate handwriting for the day's handwriting focus.	Read and say phonograms: a-z, and sh, ee, th, ow, ou, oo, ch, ar. Introduce, and read ay, ai, oy, oi. Identify and review the positions on the clock, top, midpoint, and baselines, pick a writing focus, then write ou, oo, ch, ar, sh, ee, th, ow, ay, ai, oy, oi, and b, c, d, f, and g. Analyze/evaluate handwriting for the day's handwriting focus.	Read and say phonograms: sh, ee, th, ow, ou, oo, ch, ar, ai, ay, oi, oy, and 2 other phonograms. Explain there are 5 spellings Introduce, and read er. Pick a writing focus, then write ou, oo, ch, ar, sh, ee, th, ow, ay, ai, oy, oi, er, and 2 other phonograms. Analyze/evaluate handwriting for the day's handwriting focus.	Read and say phonograms: sh, ee, th, ow, ou, oo, ch, ar, ai, ay, oi, oy, and 2 other phonograms. Explain there are 5 spellings Introduce, and read er, ir. Pick a writing focus, then write ou, oo, ch, ar, sh, ee, th, ow, ay, ai, oy, oi, er, ir, and 1 other phonograms. Analyze/evaluate handwriting for the day's handwriting focus.	Read and say phonograms: sh, ee, th, ow, ou, oo, ch, ar, ai, ay, oi, oy, and 2 other phonograms. Explain there are 5 spellings Introduce, and read er, ir, ur. Pick a writing focus, then write ou, oo, ch, ar, sh, ee, th, ow, ay, ai, oy, oi, er, ir, ur. Analyze/evaluate handwriting for the day's handwriting focus.	Read and say phonograms: sh, ee, th, ow, ou, oo, ch, ar, ai, ay, oi, oy, and 2 other phonograms. Explain there are 5 spellings Introduce, and read er, ir, ur, ear and wor. Pick a writing focus, then write ou, oo, ch, ar, sh, ee, th, ow, ay, ai, oy, oi, er, ir, ur, ear, wor. Analyze/evaluate handwriting for the day's handwriting focus.
HFV	Read for spelling and reading: she, see, the. Identify the beginning, ending and vowel sounds for <u>may</u> , <u>today</u> , <u>cool</u> . Orally produce words that rhyme with: <u>may</u> . Explain why they rhyme. Define syllable as a single impulse of the voice. <i>Explain that we often use ay to say <u>a</u> at the end of a base word. (r.18)</i> Explain syllable division, pronunciation, spelling, markings, and or rules for <u>today</u> (r.18) <u>cool</u>	Read for spelling and reading: so, no, now. Identify the beginning, ending and vowel sounds for <u>may</u> , <u>today</u> , <u>cool</u> . Orally produce words that rhyme with: <u>may</u> . Explain why they rhyme. Define syllable as a single impulse of the voice. <i>Explain that we often use ay to say <u>a</u> at the end of a base word. (r.18)</i> Explain syllable division, pronunciation, spelling, markings, and or rules for <u>may</u> , <u>paint</u> , <u>tall</u>	Read for spelling and reading: <u>man</u> , <u>fun</u> , <u>chin</u> . Identify the beginning, ending and vowel sounds for <u>may</u> , <u>today</u> , <u>cool</u> . Orally produce words that rhyme with: <u>may</u> . Explain why they rhyme. Define syllable as a single impulse of the voice. <i>Explain that we often use ay to say <u>a</u> at the end of a base word. (r.18)</i> Explain syllable division, pronunciation, spelling, markings, and or rules for <u>tall</u> (r.17) <u>gold</u>	Read for spelling and reading: <u>me</u> , <u>do</u> , <u>at</u> . Practice underlining and brackets with those words. Explain syllable division, pronunciation, spelling, markings, and/or rules for <u>over</u> , (r.4), <u>mother</u> (r.18).	Read for spelling and reading: <u>and</u> , <u>go</u> , <u>tooth</u> , <u>teeth</u> . Practice underlining and brackets with those words. Explain syllable division, pronunciation, spelling, markings, and/or rules for <u>tooth</u> (r.18).	Read for spelling and reading: <u>tan</u> , <u>ten</u> , <u>ton</u> , <u>tin</u> . Practice underlining and brackets with those words. Explain syllable division, pronunciation, spelling, markings, and/or rules for <u>teeth</u> (r.18).	Read for spelling and reading: <u>me</u> , <u>do</u> , <u>at</u> . Practice underlining and brackets with those words. Explain syllable division, pronunciation, spelling, markings, and/or rules for <u>day</u> (r.18)

	Day 45	Day 46	Day 47	Day 48	Day 49	Day 50
PA	Say, Count the syllables, and letters, November words.	Say, Count the syllables, and letters, November words.	Say, count and blend into words: way, home, much.	Say, count and blend into words: door, floor.	Say, count and blend into words: I, low.	Say, count and blend into words: send, school.
SP	Review the five spellings for the sound, er. Identify the spellings in the sentence: <i>Her first nurse works early.</i> Read and say phonograms: a-z, and sh, ee, th, ow, ou, oo, ch, ar, ay, ai, oy, oi, er, ir, ur, wor, ear. Pick a writing focus, then write er, ir, ur, wor, ear, ou, oo, ch, ar, sh, ee, th, ow, ay, ai, oy, oi, v, w. Analyze/evaluate handwriting for the day's handwriting focus.	Review the five spellings for the sound, er. Identify the spellings in the sentence: <i>Her first nurse works early.</i> Read and say phonograms: a-z, and sh, ee, th, ow, ou, oo, ch, ar, ay, ai, oy, oi, er, ir, ur, wor, ear. Pick a writing focus, then write er, ir, ur, wor, ear, ou, oo, ch, ar, sh, ee, th, ow, ay, ai, oy, oi, v, w. Analyze/evaluate handwriting for the day's handwriting focus.	Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: er, ir, ur, wor, ear, g, j, k, m, n, v, w, x, y, z. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: er, ir, ur, wor, ear, a, e, i, o, u, b, c, d, h, f, l. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: er, ir, ur, wor, ear, p, q, r, s, t, sh, ee, th, ar, ch. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: er, ir, ur, wor, ear, ow, ou, ai, ay, oi, oy, oo, v, w, x. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.
HFV	Explain that an exclamatory sentence 1) shows strong feeling, 2) begins with a capital letter, and 3) ends with an exclamation point. Identify the attributes of an exclamatory sentence. Compose oral exclamatory sentences.	Explain that an exclamatory sentence 1) shows strong feeling, 2) begins with a capital letter, and 3) ends with an exclamation point. Identify the attributes of an exclamatory sentence. Compose oral exclamatory sentences.	Practice underlining, numbering and bracketing to prepare for dictation. Explain the first job of silent e, is to help the vowel say its second sound. Show <u>time</u> on the board. Say, segment, write, and blend <u>me-she</u> , read for spelling and reading. Explain that a syllable ending in a vowel or vowel sound is an <u>open syllable</u> , i.e. <u>me</u> . Explain the syllable type, pronunciation, spelling, markings, and rules for <u>me</u> .	Practice underlining, numbering and bracketing to prepare for dictation. Explain the first job of silent e, is to help the vowel say its second sound. Show <u>came</u> on the board. Say, segment, write, and blend <u>me-she</u> read for spelling and reading. Explain that a syllable ending in a vowel or vowel sound is an <u>open syllable</u> , i.e. <u>do</u> . Explain the syllable type, pronunciation, spelling, markings, and rules for <u>do</u> .	Practice underlining, numbering and bracketing to prepare for dictation. Explain the first job of silent e, is to help the vowel say its second sound. Show <u>home</u> on the board. Say, segment, write, and blend <u>me-she</u> read for spelling and reading. Explain that a syllable ending in a vowel or vowel sound is an <u>open syllable</u> , i.e. <u>go</u> . Explain the syllable type, pronunciation, spelling, markings, and rules for <u>go</u> .	Practice underlining, numbering and bracketing to prepare for dictation. Explain the first job of silent e, is to help the vowel say its second sound. Show <u>made</u> on the board. Say, segment, write, and blend <u>me-she</u> read for spelling and reading. Explain that a syllable ending in a vowel or vowel sound is an <u>open syllable</u> , i.e. <u>she</u> . Explain the syllable type, pronunciation, spelling, markings, and rules for <u>she</u> . Analyze and apply concepts of the syllable type, markings, and/or rules.

Book 1 - Sam and Puff

26 phonograms (alphabet) and four more: sh, ee, th, and ow.

Book 2 - A Trip to the Park

phonograms previously practiced, and ch, ou, oo, and ar.

	Day 51	Day 52	Day 53	Day 54	Day 55	Day 56	Day 57	Day 58
PA	Say, count, and blend: <u>me</u> , do, and.	Say, count and blend into words: <u>go</u> , <u>at</u> , on.	Say, count and blend into words: <u>a</u> , it.	Say, count and blend into words: <u>is</u> , <u>she</u> .	Say, count, and blend <u>can</u> , <u>see</u> , <u>run</u> , <u>the</u> .	Say, count and blend into words: <u>in</u> , <u>so</u> , <u>no</u> , <u>now</u> .	Say, count and blend into words: <u>man</u> , <u>ten</u> , <u>tan</u> , <u>tin</u> .	Say, count and blend into words: <u>tan</u> , <u>bed</u> , <u>top</u> .
SP	Introduce, read and write the phonograms: <u>ng</u> . Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: <u>ng</u> , <u>er</u> , <u>ir</u> , <u>ur</u> , <u>wor</u> , <u>ear</u> , <u>a</u> , <u>b</u> , <u>c</u> , <u>d</u> , <u>e</u> , <u>f</u> , <u>g</u> , <u>h</u> , <u>i</u> , <u>j</u> , <u>k</u> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Introduce, read and write the phonograms: <u>ng</u> , <u>ea</u> . Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: <u>ng</u> , <u>ea</u> , <u>er</u> , <u>ir</u> , <u>ur</u> , <u>wor</u> , <u>ear</u> , <u>l</u> , <u>m</u> , <u>n</u> , <u>o</u> , <u>p</u> , <u>q</u> , <u>r</u> , <u>s</u> , <u>t</u> , <u>u</u> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Introduce, read and write the phonograms: <u>ng</u> , <u>ea</u> , <u>aw</u> , <u>au</u> . Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: <u>ng</u> , <u>ea</u> , <u>aw</u> , <u>er</u> , <u>ir</u> , <u>ur</u> , <u>wor</u> , <u>ear</u> , <u>v</u> , <u>w</u> , <u>x</u> , <u>y</u> , <u>z</u> , <u>sh</u> , <u>ee</u> , <u>th</u> , <u>ch</u> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Introduce, read and write the phonograms: <u>ng</u> , <u>ea</u> , <u>aw</u> , <u>au</u> . Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: <u>ng</u> , <u>ea</u> , <u>aw</u> , <u>er</u> , <u>ir</u> , <u>ur</u> , <u>wor</u> , <u>ear</u> , <u>ow</u> , <u>ou</u> , <u>ai</u> , <u>ay</u> , <u>oi</u> , <u>oy</u> , <u>oo</u> , <u>ar</u> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Introduce, read and write the phonograms: <u>or</u> . Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: <u>or</u> , <u>ea</u> , <u>au</u> , <u>aw</u> , <u>ng</u> , <u>er</u> , <u>ir</u> , <u>ur</u> , <u>wor</u> , <u>ear</u> , <u>a</u> , <u>d</u> , <u>f</u> , <u>g</u> , <u>o</u> , <u>s</u> , <u>qu</u> , <u>b</u> , <u>c</u> , <u>e</u> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Introduce, read and write the phonograms: <u>or</u> , <u>ck</u> . Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: <u>or</u> , <u>ck</u> , <u>ng</u> , <u>ea</u> , <u>au</u> , <u>aw</u> , <u>er</u> , <u>ir</u> , <u>ur</u> , <u>wor</u> , <u>ear</u> , <u>h</u> , <u>i</u> , <u>j</u> , <u>k</u> , <u>l</u> , <u>m</u> , <u>n</u> , <u>p</u> , <u>r</u> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Introduce, read and write the phonograms: <u>or</u> , <u>ck</u> , <u>wh</u> . Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: <u>wh</u> , <u>ck</u> , <u>or</u> , <u>ng</u> , <u>ea</u> , <u>aw</u> , <u>au</u> , <u>er</u> , <u>ir</u> , <u>ur</u> , <u>wor</u> , <u>ear</u> , <u>t</u> , <u>u</u> , <u>v</u> , <u>w</u> , <u>x</u> , <u>y</u> , <u>z</u> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Introduce, read and write the phonograms: <u>or</u> , <u>ck</u> , <u>wh</u> , <u>ed</u> . Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: <u>or</u> , <u>ck</u> , <u>wh</u> , <u>ed</u> , <u>ng</u> , <u>ea</u> , <u>aw</u> , <u>au</u> , <u>th</u> , <u>ay</u> , <u>ai</u> , <u>oo</u> , <u>oi</u> , <u>oy</u> , <u>ch</u> , <u>ar</u> , <u>ow</u> , <u>ou</u> , <u>sh</u> , <u>ee</u> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.
HFV	Practice underlining, numbering and bracketing to prepare for dictation. Explain the job 2 of silent final e, English words do not end in v or u, so we add e. Show <u>blue</u> on the board. Say, segment, write, and blend <u>me-go</u> , in their notebooks, read for spelling and reading. Explain syllable type, pronunciation, spelling, markings, and/or rules for <u>me</u> , and <u>do</u> .	Practice underlining, numbering and bracketing to prepare for dictation. Explain the job 2 of silent final e, English words do not end in v or u, so we add e. Show <u>have</u> on the board. Say, segment, write, and blend <u>at-it</u> , in their notebooks, read for spelling and reading. Explain syllable type, pronunciation, spelling, markings, and/or rules for <u>go</u> , and <u>a</u> .	Explain the job 2 of silent final e, English words do not end in v or u, so we add e. Show <u>glue</u> on the board.	Practice underlining, numbering and bracketing to prepare for dictation. Explain the job 2 of silent final e, English words do not end in v or u, so we add e. Show <u>give</u> on the board. Say, segment, write, and blend <u>is_she</u> , in their notebooks, read for spelling and reading. Explain syllable type, pronunciation, spelling, markings, and/or rules for <u>is</u> , and <u>she</u> .	Explain the job 3 of silent final e, is to let c and g say their second sound. Show <u>chance</u> on the board, and identify the job of sfe. Say, segment, write, and blend <u>can</u> , <u>see</u> , <u>run</u> , <u>the</u> in their notebooks, read for spelling and reading. Explain that <u>or may say er, when it follows w</u> . Explain that a syllable ending in one or more consonants following a single vowel or vowel sound is a closed syllable type: <u>and</u> . Explain syllable types, pronunciation, spelling, markings, and or rules for <u>can</u> , analyze and apply these concepts for <u>can</u> .	Explain the job 3 of silent final e, is to let c and g say their second sound. Show <u>charge</u> on the board, and identify the job of sfe. Say, segment, write, and blend <u>in</u> , <u>so</u> , <u>no</u> , <u>now</u> in their notebooks, read for spelling and reading. Explain that <u>or may say er, when it follows w</u> . Explain that a syllable ending in one or more consonants following a single vowel or vowel sound is a closed syllable type: <u>at</u> . Explain syllable types, pronunciation, spelling, markings, and or rules for <u>see</u> , <u>the</u> , analyze and apply these concepts for <u>see</u> .	Explain the job 3 of silent final e, is to let c and g say their second sound. Show <u>mice</u> on the board, and identify the job of sfe. Say, segment, write, and blend <u>man</u> , <u>ten</u> , <u>tan</u> , <u>tin</u> in their notebooks, read for spelling and reading. Explain that <u>or may say er, when it follows w</u> . Explain that a syllable ending in one or more consonants following a single vowel or vowel sound is a closed syllable type: <u>can</u> . Explain syllable types, pronunciation, spelling, markings, and or rules for <u>so</u> , analyze and apply these concepts for <u>so</u> .	Explain the job 3 of silent final e, is to let c and g say their second sound. Show <u>large</u> on the board, and identify the job of sfe. Say, segment, write, and blend <u>ton</u> , <u>bed</u> , <u>top</u> in their notebooks, read for spelling and reading. Explain that <u>or may say er, when it follows w</u> . Explain that a syllable ending in one or more consonants following a single vowel or vowel sound is a closed syllable type: <u>ten</u> . Explain syllable types, pronunciation, spelling, markings, and or rules for <u>can</u> , analyze and apply these concepts for <u>bed</u> .

Book 3 - Ben Visits the Farm  
phonograms previously practiced, and ay, ai, oy, and oi.

Book 4 - Mother Helps Tim  
phonograms previously practiced, and er, ir, ur, and ear.

Say the names of the  
upper and lowercase  
letters.

Say the names of the  
upper and lowercase  
letters.

Say the names of the  
upper and lowercase  
letters.

Say the names of the  
upper and lowercase  
letters.



	Day 59	Day 60	Day 61	Day 62	Day 63	Day 64	Day 65	Day 66
PA	Say, count, and blend <u>can</u> , <u>see</u> , <u>run</u> , <u>the</u>	Say, count and blend into words: <u>in</u> , <u>so</u> , <u>no</u> , <u>now</u> .	Say, count and blend into words: <u>man</u> , <u>ten</u> , <u>fan</u> , <u>tin</u> .	Say, count and blend into words: <u>ton</u> , <u>bed</u> , <u>top</u> .	Say, count, and blend way; home, much.	Say, count, and blend floor, low send.	Say, count, and blend school, earth, fur.	Say, count, and blend pool, tooth, teeth
SP	Introduce, read and write the phonograms: or. Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: or, ea, au, aw, ng, er, ir, ur, wor, ear, a, d, f, g, o, s, qu, b, c, e. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Introduce, read and write the phonograms: or, ck. Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: or, ck, ng, ea, au, aw, er, ir, ur, wor, ear, h, l, j, k, l, m, n, p, r. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Introduce, read and write the phonograms: or, ck, wh. Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: wh, ck, or, ng, ea, aw, au, er, ir, ur, wor, ear, t, u, v, w, x, y, z. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Introduce, read and write the phonograms: or, ck, wh, ed. Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: or, ck, wh, ed, ng, ea, aw, au, th, ay, ai, a, c, d, f, g, y, n, e. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Read (say) sounds of the phonograms. Review 20 phonograms. Read, say and write phonograms: ew, ui, or, ck, wh, ed, ng, ea, aw, au, th, ay, ai, a, c, d, f, g, y, n, e. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Read (say) sounds of the phonograms. Review 20 phonograms. Read, say and write phonograms: ew, ui, or, ck, wh, ed, ng, oo, oi, oy, o, s, qu, b, e. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Read (say) sounds of the phonograms. Review 20 phonograms. Read, say and write phonograms: ew, ui, ed, wh, ed, ck, or, ng, ea, aw, au, er, ir, ur, wor, ear. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Read (say) sounds of the phonograms. Review 20 phonograms. Read, say and write phonograms: ew, ui, or, ck, wh, ed, ng, ch, ar, ow, ou, sh, ee, h, i, j. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.
HFV	Explain the job 3 of silent final e, is to let c and g say their second sound. Show <u>chance</u> on the board, and identify the job of sfe. Say, segment, write, and blend <u>can</u> , <u>see</u> , <u>run</u> , <u>the</u> in their notebooks, read for spelling and reading. Explain that <u>or may say er, when it follows w</u> . Explain that a syllable ending in one or more consonants following a single vowel or vowel sound is a closed syllable type: <u>and</u> . Explain syllable types, pronunciation, spelling, markings, and or rules for <u>can</u> , analyze and apply these concepts for <u>can</u> .	Explain the job 3 of silent final e, is to let c and g say their second sound. Show <u>charge</u> on the board, and identify the job of sfe. Say, segment, write, and blend <u>in</u> , <u>so</u> , <u>no</u> , <u>now</u> in their notebooks, read for spelling and reading. Explain that <u>or may say er, when it follows w</u> . Explain that a syllable ending in one or more consonants following a single vowel or vowel sound is a closed syllable type: <u>at</u> . Explain syllable types, pronunciation, spelling, markings, and or rules for <u>see</u> , <u>the</u> , analyze and apply these concepts for <u>see</u> .	Explain the job 3 of silent final e, is to let c and g say their second sound. Show <u>mice</u> on the board, and identify the job of sfe. Say, segment, write, and blend <u>man</u> , <u>ten</u> , <u>fan</u> , <u>tin</u> in their notebooks, read for spelling and reading. Explain that <u>or may say er, when it follows w</u> . Explain that a syllable ending in one or more consonants following a single vowel or vowel sound is a closed syllable type: <u>can</u> . Explain syllable types, pronunciation, spelling, markings, and or rules for <u>so</u> , analyze and apply these concepts for <u>so</u> .	Explain the job 3 of silent final e, is to let c and g say their second sound. Show <u>large</u> on the board, and identify the job of sfe. Say, segment, write, and blend <u>ton</u> , <u>bed</u> , <u>top</u> in their notebooks, read for spelling and reading. Explain that <u>or may say er, when it follows w</u> . Explain that a syllable ending in one or more consonants following a single vowel or vowel sound is a closed syllable type: <u>ten</u> . Explain syllable types, pronunciation, spelling, markings, and or rules for <u>can</u> , analyze and apply these concepts for <u>can</u> .	1. Explain that every syllable has a vowel, job 4 of sfe, with <u>little</u> . 2. Say, write, mark and blend, <u>he</u> , <u>you</u> , <u>will</u> in notebooks. 3. Read for spelling and reading. 4. Show pg. 231 in WRTR, to demonstrate ways to mark vowels. Say, write, mark, and blend <u>time</u> . 5. Explain syllable types, pronunciation, spellings, markings, rules for <u>he</u> . 6. Analyze and apply concepts for <u>will</u> . (r. 17)	1. Explain that every syllable has a vowel, job 4 of sfe, with <u>middle</u> . 2. Say, write, mark and blend, <u>we</u> , <u>on</u> , <u>my</u> in notebooks. 3. Read for spelling and reading. 4. Show pg. 231 in WRTR, to demonstrate ways to mark vowels. Say, write, mark, and blend <u>have</u> , <u>blue</u> . 5. Explain syllable types, pronunciation, spellings, markings, rules for <u>you</u> . 6. Analyze and apply concepts for <u>we</u> . (r. 4)	1. Explain that every syllable has a vowel, job 4 of sfe, with <u>rattle</u> . 2. Say, write, mark and blend, <u>up</u> , <u>last</u> , <u>not</u> in notebooks. 3. Read for spelling and reading. 4. Show pg. 231 in WRTR, to demonstrate ways to mark vowels. Say, write, mark, and blend <u>chance</u> , <u>charge</u> . 5. Explain syllable types, pronunciation, spellings, markings, rules for <u>will</u> . 6. Analyze and apply concepts for <u>my</u> . (r. 5, 6)	1. Explain that every syllable has a vowel, job 4 of sfe, with <u>bottle</u> . 2. Say, write, mark and blend, <u>us</u> , <u>am</u> , <u>good</u> in notebooks. 3. Read for spelling and reading. 4. Show pg. 231 in WRTR, to demonstrate ways to mark vowels. 5. Explain syllable types, pronunciation, spellings, markings, rules for <u>my</u> , and <u>good</u> . 6. Analyze and apply concepts for <u>last</u> .
	Say the names of the upper and lowercase letters.	Say the names of the upper and lowercase letters.	Say the names of the upper and lowercase letters.	Say the names of the upper and lowercase letters.	Show page 231 of WRTR, and explain we are practicing to write sfe words. (time) Say the names of the upper and lowercase letters.	Show page 231 of WRTR, and explain we are practicing to write sfe words. (have, blue) Say the names of the upper and lowercase letters.	Show page 231 of WRTR, and explain we are practicing to write sfe words. (chance) Say the names of the upper and lowercase letters.	Show page 231 of WRTR, and explain we are practicing to write sfe words. (charge) Say the names of the upper and lowercase letters.

Book 5 - Her First Nurse Works Ea Book 5 - Her First Nurse Works Early  
phonograms previously practiced, and er, ir, ur, wor and ear.

Book 6 - The Flying Fish Book 6 - The Flying Fish  
phonograms previously practiced, and ng, ea, aw, au and or.

	Day 67	Day 68	Day 69	Day 70	Day 71	Day 72	Day 73
PA	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.
SP	1. Introduce, read and write the phonograms: <i>oa</i> , <i>and gu</i> . 2. Read (say) sounds of the phonograms. Review 20 phonograms. 3. Read, say and write phonograms: <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>or</i> , <i>ck</i> , <i>wh</i> , <i>ed</i> , <i>ng</i> , <i>ea</i> , <i>er</i> , <i>ur</i> , <i>ir</i> , <i>wor</i> , <i>ear</i> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce, read and write the phonograms: <i>oa</i> , <i>and gu</i> . 2. Read (say) sounds of the phonograms. Review 20 phonograms. 3. Read, say and write phonograms: <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>ed</i> , <i>wh</i> , <i>ed</i> , <i>ck</i> , <i>or</i> , <i>ng</i> , <i>ea</i> , <i>aw</i> , <i>au</i> , <i>ar</i> , <i>ch</i> , <i>oo</i> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce, read and write the phonograms: <i>oa</i> , <i>and gu</i> . 2. Read (say) sounds of the phonograms. Review 20 phonograms. 3. Read, say and write phonograms: <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>or</i> , <i>ck</i> , <i>wh</i> , <i>ed</i> , <i>ng</i> , <i>ch</i> , <i>ar</i> , <i>ow</i> , <i>ou</i> , <i>oi</i> , <i>oy</i> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce <i>ph</i> , <i>ough</i> . 2. Read <i>ph</i> , <i>ough</i> , <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>ck</i> , <i>wh</i> , <i>ed</i> , 3. Read say and write: <i>ph</i> , <i>ough</i> , <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>ck</i> , <i>wh</i> , <i>ed</i> , <i>aw</i> , <i>au</i> , <i>ow</i> , <i>ou</i> , <i>ai</i> , <i>ay</i> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce <i>ph</i> , <i>ough</i> . 2. Read <i>ph</i> , <i>ough</i> , <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>ck</i> , <i>wh</i> , <i>ed</i> , <i>aw</i> , <i>au</i> , <i>ow</i> , <i>ou</i> , <i>ai</i> , <i>ay</i> , <i>wor</i> , <i>ear</i> , <i>y</i> , <i>ir</i> , <i>ur</i> , <i>er</i> , <i>th</i> , <i>oi</i> , <i>oy</i> , <i>sh</i> , <i>b</i> , <i>s</i> , <i>a</i> , <i>c</i> . 3. Read say and write: <i>ph</i> , <i>ough</i> , <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>ck</i> , <i>wh</i> , <i>ed</i> , <i>wor</i> , <i>ear</i> , <i>y</i> , <i>ir</i> , <i>ur</i> , <i>er</i> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce <i>ph</i> , <i>ough</i> . 2. Read <i>ph</i> , <i>ough</i> , <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>ck</i> , <i>wh</i> , <i>ed</i> , <i>aw</i> , <i>au</i> , <i>ow</i> , <i>ou</i> , <i>ai</i> , <i>ay</i> , <i>wor</i> , <i>ear</i> , <i>y</i> , <i>ir</i> , <i>ur</i> , <i>er</i> , <i>th</i> , <i>oi</i> , <i>oy</i> , <i>sh</i> , <i>b</i> , <i>s</i> , <i>a</i> , <i>c</i> . 3. Read say and write: <i>ph</i> , <i>ough</i> , <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>ck</i> , <i>wh</i> , <i>ed</i> , <i>th</i> , <i>oi</i> , <i>oy</i> , <i>sh</i> , <i>b</i> , <i>s</i> , <i>a</i> , <i>c</i> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce <i>ph</i> , <i>ough</i> . 2. Read <i>ph</i> , <i>ough</i> , <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>ck</i> , <i>wh</i> , <i>ed</i> , <i>aw</i> , <i>au</i> , <i>ow</i> , <i>ou</i> , <i>ai</i> , <i>ay</i> , <i>wor</i> , <i>ear</i> , <i>y</i> , <i>ir</i> , <i>ur</i> , <i>er</i> , <i>th</i> , <i>oi</i> , <i>oy</i> , <i>sh</i> , <i>b</i> , <i>s</i> , <i>a</i> , <i>c</i> . 3. Read say and write: <i>ph</i> , <i>ough</i> , <i>oa</i> , <i>gu</i> , <i>ew</i> , <i>ui</i> , <i>ck</i> , <i>wh</i> , <i>ed</i> , <i>aw</i> , <i>wor</i> , <i>th</i> , <i>a</i> , <i>y</i> , <i>b</i> . Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.
HFV	1. Explain sfe job 5, is no job e in <u>are</u> . 2. Show the notebook page, and explain we are going to write examples of the jobs of sfe. Say, write, mark and blend, <u>time</u> , <u>have</u> , <u>blue</u> , <u>chance</u> , <u>charge</u> in notebooks. 3. Read for spelling and reading. 4. Explain that sfe does job 1, when a syllable has a vowel followed by 1 or more consonants will usually say its second sound. 5. Orally produce rhymes for <u>book</u> . 6. Explain syllable types, division, pronunciation, spelling, markings for <u>have</u> , <u>time</u> , <u>charge</u> , <u>chance</u> , <u>blue</u> , <u>book</u> . 7. Analyze and apply concepts for <u>have</u> , <u>time</u> , <u>charge</u> , <u>chance</u> , <u>blue</u> , <u>book</u> .	1. Explain sfe job 5, is no job e in <u>come</u> . 2. Show the notebook page, and explain we are going to write examples of the jobs of sfe. Say, write, mark and blend, <u>little</u> , <u>are</u> , <u>little</u> in notebooks. 3. Read for spelling and reading. 4. Explain that sfe does job 1, when a syllable has a vowel followed by 1 or more consonants will usually say its second sound. 5. Orally produce rhymes for <u>can</u> . 6. Explain syllable types, division, pronunciation, spelling, markings for <u>chance</u> , <u>little</u> , <u>are</u> , <u>ago</u> , <u>old</u> , <u>bad</u> . 7. Analyze and apply concepts for <u>chance</u> , <u>little</u> , <u>are</u> , <u>ago</u> , <u>old</u> , <u>bad</u> .	1. Explain sfe job 5, is no job e in <u>house</u> . 2. Show the notebook page, and explain we are going to write examples of the jobs of sfe. Say, write, mark and blend, <u>ago</u> , <u>old</u> , <u>bad</u> in notebooks. 3. Read for spelling and reading. 4. Show pg. 231 in WRTR, to demonstrate ways to mark vowels. 6. Explain syllable types, division, pronunciation, spelling, markings for <u>are</u> , <u>ago</u> , <u>old</u> , <u>bad</u> . 7. Analyze and apply concepts for <u>be</u> , <u>bad</u> .	1. Say, segment, and write, and blend <u>little</u> , <u>ago</u> , <u>old</u> , <u>bad</u> in their notebooks. 2. Read for spelling and for reading. 3. Explain that a base word is a unit of meaning that can stand alone, e.g. book. 4. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>all</u> .	1. Say, segment, and write, and blend <u>red</u> , <u>of</u> , <u>be</u> , <u>but</u> in their notebooks. 2. Read for spelling and for reading. 3. Explain that a base word is a unit of meaning that can stand alone, e.g. book. 4. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>time</u> .	1. Say, segment, and write, and blend <u>this</u> , <u>all</u> , <u>your</u> , <u>you</u> in their notebooks. 2. Read for spelling and for reading. 3. Explain that a base word is a unit of meaning that can stand alone, e.g. book. 4. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>may</u> and <u>into</u> . 5. Analyze and apply concepts of the syllable types and division, markings, and or rules for <u>all</u> , and <u>time</u> .	1. Say, segment, and write, and blend <u>out</u> , <u>time</u> , <u>may</u> , <u>into</u> in their notebooks. 2. Read for spelling and for reading. 3. Explain that a base word is a unit of meaning that can stand alone, e.g. book. 4. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>look</u> . 5. Analyze and apply concepts of the syllable types and division, markings, and or rules for <u>today</u> .

Say the names of the upper and lowercase letters. Say the names of the upper and lowercase letters. Say the names of the upper and lowercase letters. Say the names of the upper and lowercase letters. Say the names of the upper and lowercase letters. Say the names of the upper and lowercase letters. Say the names of the upper and lowercase letters.

**Emphasize the uncommon sound in *of*. Use Primary Rule Page 1. Poster Parts 1-3, to reinforce consonants,**

Book 7 - Grandma's Helper  
phonograms previously practiced, and *ck*, *wh* and *ed*.

Book 8 - The New Suit  
phonograms previously practiced, and *ew* and *ui*.

[illegible]

[illegible]

	Day 89	Day 90	Day 91	Day 92	Day 93	Day 94	Day 95	Day 96
PA	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.
SP	1. Introduce and read ie, dge. 2. Read ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, sh, th, ch, ea. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce and read ie, dge. 2. Read ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, sh, th, ch, ea. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce and read ie, dge. 2. Read ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, sh, th, ch, ea. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce and read ie, dge. 2. Read ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, sh, th, ch, ea. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus. Give a phonogram assessment on phonograms 1-5, and 11-15.	1. Introduce and read ei, eigh. 2. Read ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, sh, th, ch, ea. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus. Give a phonogram assessment on phonograms 1-5, and 11-15.	1. Introduce and read ei, eigh. 2. Read ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, sh, th, ch, ea. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce and read ei, eigh. 2. Read ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, sh, th, ch, ea. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce and read ie, dge. 2. Read ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, sh, th, ch, ea. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus. Give a phonogram assessment on phonograms 6-10, and 16-20.
HFV	1. Say, segment, and write, and blend four words in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>tooth</u> and <u>worm</u> . 5. Give the Spelling Assessment List 1, as a pretest.	1. Say, segment, and write, and blend four words in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>day</u> . 4. Analyze and apply concepts of the syllable types and division, markings, and or rules for <u>teeth</u> .	1. Say, segment, and write, and blend four words in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>school</u> . 4. Analyze and apply concepts of the syllable types and division, markings, and or rules for <u>worm</u> .	1. Say, segment, and write, and blend four words in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>belong</u> . 4. Analyze and apply concepts of the syllable types and division, markings, and or rules for	1. Say, segment, and write, and blend <u>mother</u> , <u>three</u> , <u>land</u> , <u>cold</u> , and <u>hot</u> in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>tell</u> .	1. Say, segment, and write, and blend <u>hat</u> , <u>child</u> , <u>ice</u> , and <u>play</u> in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>low</u> . 4. Analyze and apply concepts of the syllable types, markings, and or rules for <u>bring</u> .	1. Say, segment, and write, and blend <u>sea</u> , <u>see</u> , <u>bird</u> , and <u>cool</u> in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>law</u> . 4. Analyze and apply concepts of the syllable types, markings, and or rules for <u>ball</u> .	1. Say, segment, and write, and blend <u>earth</u> , <u>feed</u> , <u>fur</u> , and <u>green</u> in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>way</u> . 4. Analyze and apply concepts of the syllable types, markings, and or rules for <u>way</u> .

	Day 89	Day 90	Day 91	Day 92
PA	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.
SP	1. Introduce and read ti, si, ci. 2. Read ti, ci, si, ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, aw, au, ow, ou, ai, ay, th, oi, oy. 3. Read say and write: ti, si, ci, ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce and read ti, si, ci. 2. Read ti, ci, si, ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, aw, au, ow, ou, ai, ay, th, oi, oy. 3. Read say and write: ti, si, ci, ei, eigh, ie, dge, wr, igh, oe, ey, ph, ough, ea, ee. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce and read ti, si, ci. 2. Read ti, ci, si, ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, aw, au, ow, ou, ai, ay, th, oi, oy. 3. Read say and write: ti, si, ci, ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, ng, oo, ck, ed. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce and read ti, si, ci. 2. Read ti, ci, si, ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, aw, au, ow, ou, ai, ay, th, oi, oy. 3. Read say and write: ti, si, ci, ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, sh, th, ch, wh. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus. Phonogram assessment on phonograms 21-30.
HFV	1. Say, segment, and write, and blend <u>earth</u> , <u>feed</u> , <u>fur</u> , and <u>green</u> in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>much</u> , and <u>call</u> .	1. Say, segment, and write, and blend <u>oil</u> , <u>paint</u> , <u>pool</u> , <u>tooth</u> , and <u>teeth</u> in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>love</u> . 4. Analyze and apply concepts of the syllable types, markings, and or rules for <u>call</u> , and <u>then</u> . SPELLING TEST.	1. Say, segment, and write, and blend <u>worm</u> , <u>day</u> , <u>eat</u> , <u>sits</u> , and <u>sit</u> in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>house</u> . 4. Analyze and apply concepts of the syllable types, markings, and or rules for <u>love</u> , and <u>house</u> .	1. Say, segment, and write, and blend <u>lot</u> , <u>box</u> , <u>school</u> , and <u>belong</u> in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>L</u> and <u>alone</u> . 4. Analyze and apply concepts of the syllable types, markings, and or rules for <u>L</u> and <u>lone</u> .

<p>1. Introduce and read igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, wor, ear. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.</p>	<p>1. Introduce and read igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, th, oi, oy. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.</p>
<p>1. Say, segment, and write, and blend <u>an</u>, <u>my</u> on the practice sheet. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>like</u>.</p>	<p>1. Say, segment, and write, and blend <u>up</u>, <u>last</u> on the practice sheet . 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>book</u> and <u>by</u>.</p>

<p>1. Introduce and read igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, th, oi, oy. Pick a writing focus.</p> <p>Analyze/evaluate handwriting for the day's handwriting focus.</p>	<p>1. Introduce and read igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b, s, a, c. 3. Read say and write: igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, wor, th. Pick a writing focus.</p> <p>Analyze/evaluate handwriting for the day's handwriting focus.</p>
<p>1. Say, segment, and write, and blend <u>not</u>, <u>us</u> on the practice sheet . 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>by</u> and <u>have</u>. 4. Analyze and apply concepts of the syllable types and division. markinas. and or rules</p>	<p>1. Say, segment, and write, and blend <u>am</u>, <u>good</u> on the practice sheet . 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>are</u> and <u>say</u>. 4. Analyze and apply concepts of the syllable types and division. markinas. and or rules</p>