

# Second Grade SE Phonics & Reading Teacher's Manual Sample

McRuffy



Press

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Written by Brian Davis  
Production Assistant Sherylynn Davis  
Illustrations by Brian and Sherylynn Davis

McRuffy Press, P. O. Box 212, Raymore, MO 64083

[www.McRuffy.com](http://www.McRuffy.com)  
888-967-1200  
[sales@mcruffy.com](mailto:sales@mcruffy.com)

# McRuffy Press 2nd Grade - Phonics Scope and Sequence

Week	Lessons	
1	1 - 5	First Grade Review
2	6 - 10	First Grade Review
3	11 - 15	Review, suffixes er, and est
4	16 - 20	air, -ear, -are
5	21 - 25	wh, review e sounds
6	26 - 30	nce, -nse
7	31 - 35	dropping y adding ie, -ies, ied
8	36 - 40	Review & Test 1
9	41 - 45	ue, ui, oe as in shoe and canoe
10	46 - 50	Long a sounds spellings: -eigh, ei, ey, ea
11	51 - 55	dge
12	56 - 60	Two-syllable compound words
13	61 - 65	Silent letters - review and new
14	66- 70	review long o (oa & ow) add 2 syllable ow
15	71 - 75	ief, ield
16	76 - 80	Review & Test 2
17	81 - 85	ew, ou
18	86 - 90	ie-
19	91 - 95	wa (short o sound)
20	96 - 100	ough, augh, au
21	101 - 105	prefix un-
22	106 - 110	ph, school, gh=f
23	111 - 115	ea- as in bread
24	116 - 120	Review & Test 3
25	121 - 125	o = short u
26	126 - 130	tion
27	131 - 135	ly
28	136 - 140	re-
29	141 - 145	-ent
30	146 - 150	More two-syllable compound words,
31	151 - 155	Three-syllable compound words and silent u
32	156 - 160	Review & Test 4

# McRuffy Press 2nd Grade - Language Scope and Sequence

Lesson	42	Synonyms
2	43	Comprehension skills
3	44	Sequence of a story
4	46	Vocabulary development
7	46	Days of the week
8	47	Homophones
9	47	Nouns and verbs
12	48	Writing a letter
13	49	Story sequence
16	50	Non-fiction reading comprehension
17	51	Vocabulary development
18	52	Proofreading and nouns
19	54	Story sequence
20	56	Compound words
21	57	Verbs
22	58	Verbs
22	59	Story sequence
23	60	Poetry reading
24	61	Proofreading
25	62	Vocabulary
26	63	Combining sentences
27	63	Nouns and verbs
29	64	Story sequence
30	65	Cloze story (fill in missing words)
31	66	Vocabulary development
31	67	Syllables
32	67	Noun and verb agreement
32	68	Using prepositions
33	69	Story sequence
34	70	Non-fiction reading comprehension
35	71	Vocabulary development
36	72	Suffixes dropping y
37	73	Suffixes
38	73	Nouns and verbs
41	74	Story sequence
42	75	Book report writing
42	81	Vocabulary development
42	82	Homophones

# McRuffy Press 2nd Grade - Language Scope and Sequence

Lesson	113	Comprehension
83	114	Combining sentences
83	114	Complete and incomplete sentences
84	115	Story sequence
84	116	Using the correct tense
85	118	Adjectives
86	121	Vocabulary development
87	122	Opposites
87	123	Finding all nouns in sentences
88	123	Adding adjectives to sentences
88	124	Graphic organizer - story elements
88	125	Story sequence
89	126	Vocabulary development
89	127	Meanings of root words
90	128	Verbs
90	128	Combining sentences
91	128	Comprehension skills
91	129	Main idea
92	130	Rhyming sentences
92	131	Adverbs
93	132	Adjectives
93	133	Adverbs
94	133	Opposites
94	134	Graphic organizer - story details
95	135	Story sequence
95	136	Pronouns
96	137	Pronouns and matching nouns
96	138	Parts of speech
97	138	Complete and incomplete sentences
97	139	Main idea
98	140	Writing answers to questions
98	141	Vocabulary development
99	142	Compound sentences (and)
99	143	Compound sentences (but, or)
100	143	Parts of speech
100	144	Main idea
101	145	Writing answers to questions
101	146	Writing definitions based on context
102	147	Review parts of speech
102		
103		
103		
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111		
112		

## McRuffy Press 2nd Grade - Language Scope and Sequence

148	Parts of speech
148	Complete and incomplete sentences
149	Writing dialogue
150	Writing answers to questions
151	Vocabulary development
152	Parts of speech
153	Main idea
154	Graphic organizer - story elements
155	Writing answers to questions
156	Review
157	Review
158	Review

# Lesson 56

## Lesson Objectives

1. Students will read compound words. (P)
2. Students will spell words correctly. (S)
3. Students will prepare to read the story Bobcat Cowboys. (R)
4. Students will copy sentences neatly and correctly. (H)

## Materials

LAR page 51  
 SAP page 45  
*Bobcat Cowboys*

**Word List:** airplane, backpack, baseball, bathroom, bathtub, birthday, bluebird, bobcat, bookcase, campsite, cardboard, chipmunk, cowboy, cupcake, daydream, daytime, doorbell, downstairs, dugout, eyebrow, eyelash, fireman, fireplace, fireworks, flashlight, football, goldfish, grandfather, grandmother, grapefruit, groundhog, haircut, hedgehog, iceberg, icebox, jigsaw, jukebox, knapsack, lifeboat, mailbox, milkman, mushroom, muskrat, network, nightfall, noontime, oatmeal, pickup, popcorn, pushup, rainbow, sailboat, sandbox, sawmill, scarecrow, scoreboard, seacoast, seesaw, shoelace, shoestring, shortstop, snowball, snowflake, spaceship, stagecoach, steamboat, steamship, stickup, strongbox, subway, sundown, sunrise, sunset, sunshine, teaspoon, teenage, thumbnail, toothbrush, toothpaste, towboat, tugboat, woodchuck

## Teaching

1. The word list is not complete. You may think of others to add. This week will deal with mainly two-syllable compound words. Some words have already been used in some books such as:

chipmunk, airplane, hedgehog, grandmother, grandfather, downstairs, snowball, bathroom, upstairs.

The concept of compound words has not formally been introduced at this point. **Compound words are words made up of complete words.** From the list of words already learned, choose some to introduce the concept of compound words. For example: airplane. **What two words do you see in airplane?** (air and plane)

Workbook page 53: **Read the words. Separate the compound words into two words. Write the words on the lines.**

2. Use SAP page 45. Have students read and spell each word.

Top section: **Alphabetize the two word lists. Number the words before starting to write.**

Bottom section: **Make other compound words. Find the spelling words that have a first part that can be combined with the words above the lines to make other compound words.**


**T1 & T3**

Read the compound words. Make two words from each compound word. Write the words on the lines.

1. doorbell \_\_\_\_\_
2. tugboat \_\_\_\_\_
3. cupcake \_\_\_\_\_
4. rainbow \_\_\_\_\_
5. sandbox \_\_\_\_\_
6. noontime \_\_\_\_\_
7. fireworks \_\_\_\_\_
8. scarecrow \_\_\_\_\_
9. nightfall \_\_\_\_\_
10. toothpaste \_\_\_\_\_

Read vocabulary words for *The Bobcat Cowboys*

enter: en + ter  
 glove: g + love The o has a short u sound.  
 parade: pa + rade The first a sounds like a short u  
 prairie: prair + ie see air in the first syllable The letters ie makes the long e sound.  
 sheriff: sher + iff. The e has the air sound like the word very.



**T2**


Word List		Alphabetize the words in each box.	
toothbrush	toothbrush	cupcake	goldfish
mushroom	mushroom	bobcat	drumstick
cupcake	cupcake	butterfly	bathub
goldfish	goldfish		
mailbox	mailbox		
fireplace	fireplace		
shoestring	shoestring		
flashlight	flashlight		
sailboat	sailboat		
bobcat	bobcat		
haircut	haircut		
drumstick	drumstick		
butterfly	butterfly		
bathub	bathub		

1 \_\_\_\_\_ 5 \_\_\_\_\_  
 2 \_\_\_\_\_ 6 \_\_\_\_\_  
 3 \_\_\_\_\_ 7 \_\_\_\_\_  
 4 \_\_\_\_\_ 8 \_\_\_\_\_

toothbrush mushroom mailbox	
shoestring sailboat haircut	
1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

Make more compound words. Use the first part of spelling words to combine with these words.

robe	paste	man
_____	_____	_____



3. *Bobcat Cowboys* focuses on compound words. In addition to those words, the following words may be new to students and will require some instruction: Billybob, Bobbybill, Bubba, enter, glove, parade, prairie, sheriff. The list and pronunciation guide is also printed on the LAR workbook page.

The names *Billybob* and *Bobbybill* are of course names made up for the story. Separate the “compound names”: Billy bob and Bobby bill.

The name *Bubba*: Bub - a

The word *enter*: Divide into syllables en - ter

The word *glove*: Like the word love with a g added to the beginning. The o has a short u sound.

The word *parade*: Break into syllables. Sounds like pu-rade

The word *prairie*: Point out the -air combination. -ie makes the long e sound.

The word *sheriff*: Break into syllables. sher-iff. The e has the same sound as the e in the word very.

You may also review the words *reigns*, *doesn't*, *table*, *flew*.

Introduce the story: Ask a student to read the title of the book. Say: **What is a bobcat? A bobcat is a cat that lives in woods. It is bigger than pet cats. As you read this time think about when the story took place. Could it have taken place today or a long time ago.** Students will silently read as much of the story as they can in the time allowed.

4. Use the handwriting sheet or have the children write the following sentences:

You don't need a flashlight in the daytime.

The pickup truck drove to the sawmill.

## LAR Answers

1. door bell
2. tug boat
3. cup cake
4. rain bow
5. sand box
6. noon time
7. fire works
8. scare crow
9. night fall
10. tooth paste

## SAP Answers

- |              |               |
|--------------|---------------|
| 1. bathtub   | 5. drumstick  |
| 2. bobcat    | 6. fireplace  |
| 3. butterfly | 7. flashlight |
| 4. cupcake   | 8. goldfish   |

- |             |               |
|-------------|---------------|
| 1. haircut  | 4. sailboat   |
| 2. mailbox  | 5. shoestring |
| 3. mushroom | 6. toothbrush |

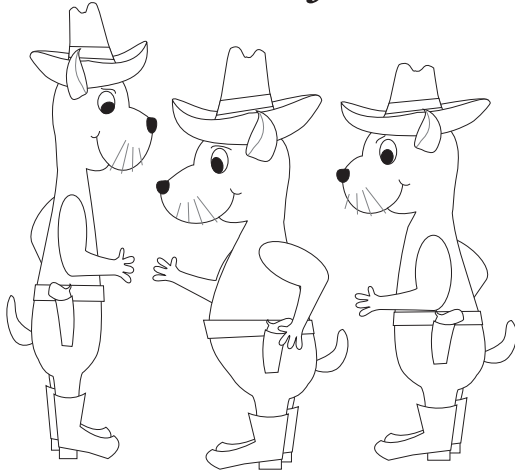
bathrobe toothpaste mailman

# Bobcat Cowboys

McRuffy  
Dynamic  
Phonics  
Press  
Second Grade

## Bobcat Cowboys

Book 11  
Lessons 56 to 60



MP5211

by Brian Davis

Otto Muskrat pulled back the reins. The stagecoach came to a stop. Otto Muskrat shook with fear. The road was blocked. Three bobcat cowboys grinned.

“This is a stickup!” said Billybob Bobcat.

Another Bobcat held a tree limb over his head.

“No it’s not, Billybob,” said Bubba Bobcat.

“This is a stickup.”

“Hush up, Bubba,” grumbled Billybob Bobcat.

“I’ll get the strongbox,” said Bobbybill Bobcat.

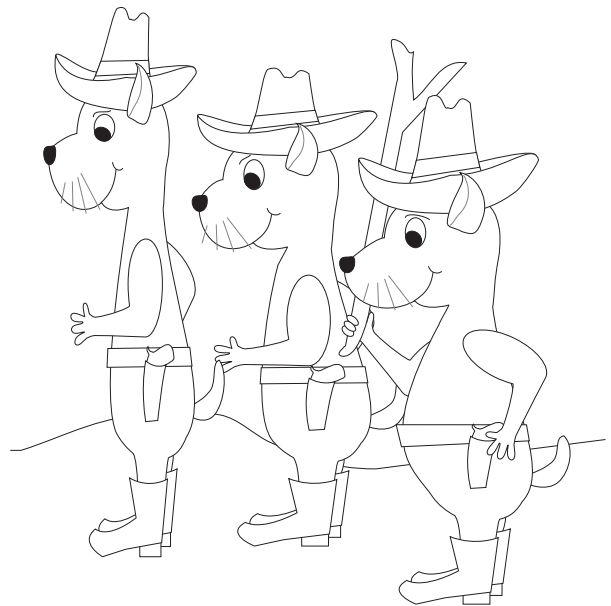
He pulled the strongbox off the stagecoach.

“Not the goldfish!” groaned Otto Muskrat.

“We love goldfish,” grinned Bobbybill Bobcat.

The bobcat cowboys rode off into the sunset.

2



3

# Bobcat Cowboys

Grace Groundhog leaned out of the stagecoach. “Who were those mean cats?” asked Grace.

“That was the Bobcat Cowboy Gang,” answered Otto Muskrat.

“Oh, my!” sighed Grace. She waved her paper fan.

Walt Woodchuck opened the stagecoach door. “Did they get the strongbox?”

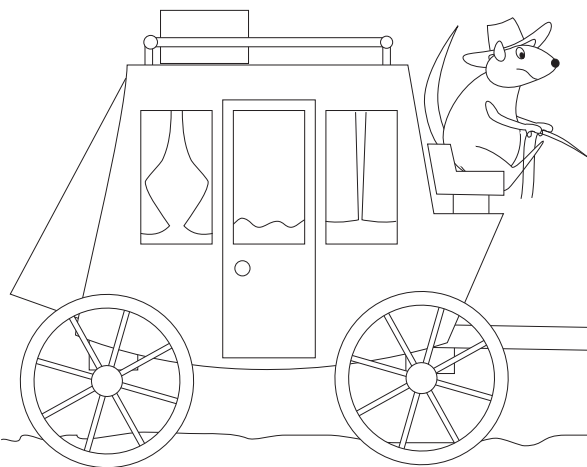
Otto wiped his eyebrows, “I’m afraid so.”

“We need to get those goldfish back,” said Walt Woodchuck. “Let’s go to town.”

Otto Muskrat shook the reins. The stagecoach drove on to Rowdent Gulch.



4



5

It was almost sundown in Rowdent Gulch. The stagecoach rumbled into town. Otto stopped in front of Sheriff Prairie Dog’s office. Otto hopped off the stagecoach.

“Sheriff, there was a holdup,” yelled Otto Muskrat.

Sheriff Prairie Dog stepped outside. He was eating a cupcake. “Who was it?”

“The Bobcat Cowboy Gang,” stammered Otto Muskrat. “They got the strongbox. It was full of goldfish.”

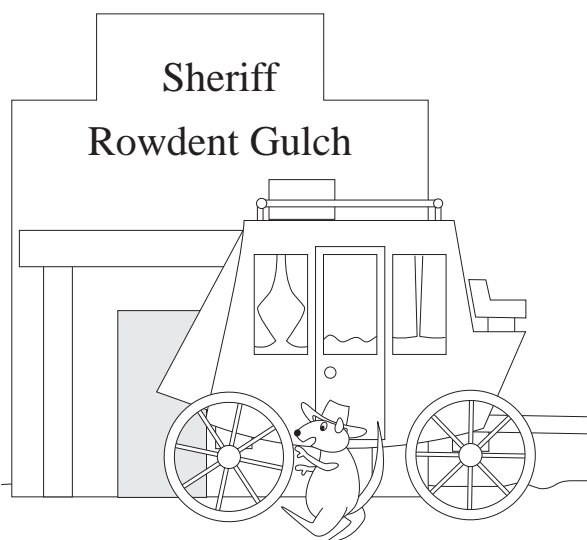
The sheriff shuddered, “Those are some mean cats.”

“Are you going to get them?” asked Otto.

“No,” said the sheriff. “I have a better plan. They will come to us. Go get Babs Bluebird.”

Sheriff Prairie Dog started walking to the sawmill.

6



7

# Bobcat Cowboys



The bobcats were back at their campsite. They made a big campfire.

“Let’s cook some goldfish,” said Billybob Bobcat.

“I’ll get the strongbox,” said Bobbybill Bobcat.

“I’ll get my baseball glove,” said Bubba Bobcat.

“Baseball glove? Why do we need a baseball glove?” asked Bobbybill Bobcat.

“So I can catch fish,” said Bubba.

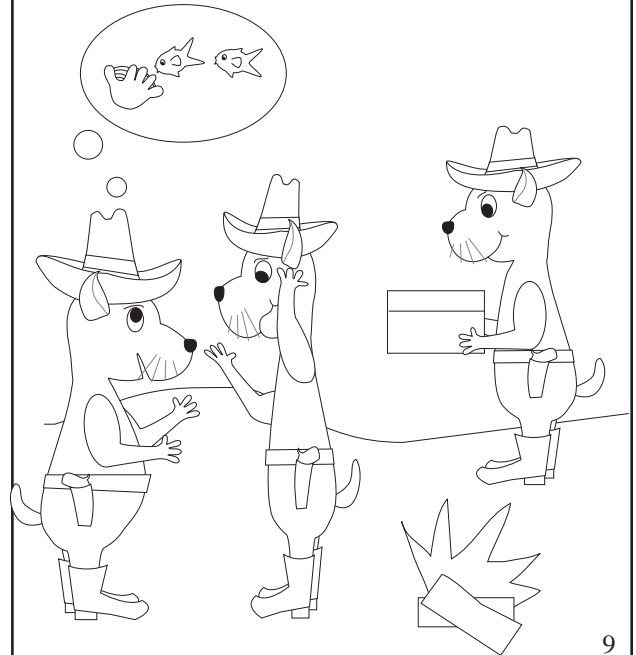
“Hush up, Bubba,” grumbled Billybob Bobcat.

Babs Bluebird flew over the campsite. Babs dropped a paper and left. Billybob picked it up.

“What’s it say?” asked Bobbybill Bobcat.

Bubba giggled, “Paper doesn’t talk. You have to read it.”

8 “Hush up, Bubba,” said Billybob Bobcat.



9

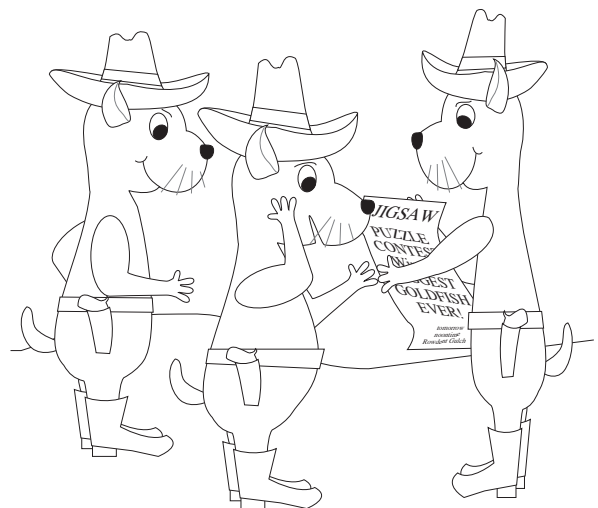
Billybob Bobcat began to read the paper. “It says here that Rowdent Gulch is having a contest. It’s a jigsaw puzzle contest. First prize is the biggest goldfish ever. It only costs one strongbox of goldfish to enter.”

“Oh! I can win. I’m very smart!” said Bubba Bobcat. Bubba scratched his head. “What’s a jigsaw puzzle?”

“Hush up, Bubba,” grumbled Billybob Bobcat.

The bobcat cowboys packed up their campsite. The contest began at noontime the next day. They began to ride to Rowdent Gulch.

10



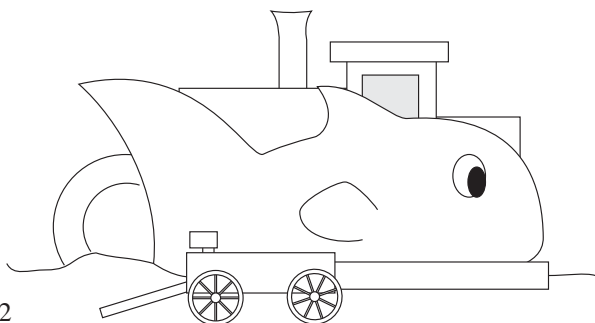
11

# Bobcat Cowboys

The town worked all night by the stream. By morning, they were done. An old steamboat looked like the biggest goldfish ever.

“Do you think this will work?” asked a chipmunk. Chip Chipmunk was the steamboat pilot.

Sheriff Prairie Dog patted him on the back. “Yes. We’ll see the last of the Bobcat Cowboy Gang.”



12

Billybob, Bobbybill, and Bubba Bobcat rode into Rowdent Gulch.

Grace Groundhog was at a table. “May I help you fine bobcats?” asked Grace.

“We’re here for the jigsaw puzzle contest,” said Billybob Bobcat.

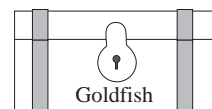
“I thought we were here to steal the big goldfish,” said Bubba.

“Hush up, Bubba,” grumbled Billybob Bobcat.

“That will be one strongbox full of goldfish please,” said Grace.

Bobbybill Bobcat gave her the strongbox. Grace gave them a jigsaw puzzle.

“The contest begins at noontime. Be the first team done with the jigsaw puzzle. You will win the goldfish prize.”



13

At noontime the contest began. Now, bobcats are not good at jigsaw puzzles. The bobcats had to win. So, the town had a plan. They would make the bobcats win.

Walt Woodchuck hid behind the bank. He set off some fireworks. Billybob and Bobbybill watched the fireworks. Bubba was still working on the puzzle.

A mouse hopped up to him. “Mr. Bobcat, your shoelace is not tied.”

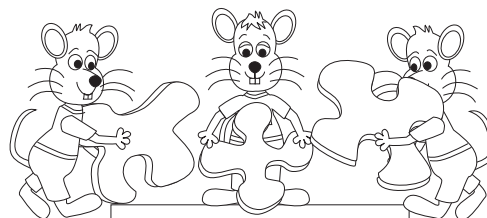
“Thank you mouse,” said Bubba.

He bent down to tie his shoelace. Other mice scrambled to put the puzzle together.

Bubba sat up. “Hey! Cowboy boots don’t have shoelaces.” Then he saw the puzzle. “I won! Our puzzle is done.”

The whole town cheered.

“You are good at jigsaw puzzles,” said Bobbybill Bobcat.



14

15

# Bobcat Cowboys

Sheriff Prairie Dog led a parade. They stopped at the stream.

“There it is!” said the sheriff.

Bubba looked at the goldfish. “Wow!” yelled Bubba.

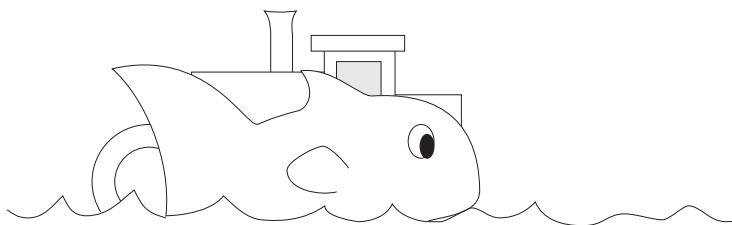
“It’s the biggest goldfish ever,” said Billybob.

The bobcats ran to the goldfish steamboat. A door was hidden under a fin. Sheriff Prairie Dog pushed them into the door. He locked the door. The bobcat cowboys were trapped.

Chip Chipmunk steered the steamboat downstream. The bobcats were going to the Dog City jail. The goldfish of Rowdent Gulch were safe.

“I don’t think this is a real fish,” said Bubba Bobcat.

“Hush up, Bubba,” grumbled Billybob Bobcat.



# Bobcat Cowboys

baseball	enter	Muskrat	shoelace
biggest	ever	noontime	shuddered
Billybob	eyebrows	opened	sighed
bluebird	fireworks	Otto	stagecoach
Bobbybill	flew	outside	stammered
bobcat	Gang	paper	steamboat
Bubba	glove	parade	stickup
campfire	goldfish	pilot	stream
campsite	grinned	Prairie	strongbox
catch	groaned	pulled	sunset
cheered	Groundhog	puzzle	table
chipmunk	grumbled	reigns	team
contest	Gulch	Rowdent	together
cowboys	hidden	rumbled	watched
cupcake	holdup	sawmill	what's
doesn't	jigsaw	scrambled	who
downstream	limb	scratched	window
dropped	morning	Sheriff	Woodchuck

# Lesson 57

## Lesson Objectives

1. Students will make compound words. (P)
2. Students will identify verbs in sentences. (L)
3. Students will alphabetize the spelling list. (S)
4. Students will read the story *Bobcat Cowboys*. (R)
5. Students will copy sentences neatly and correctly. (H)

## Materials

LAR page 52  
SAP page 46  
*Bobcat Cowboys*

## Teaching

1. Write the words sun, spoon, shine, and tea. **Make two compound words from the four words.** (teaspoon, sunshine)

Top of LAR page 52: **Make compound words from the word lists on the top of workbook page 54. Write the words on the lines.**

2. Review the term noun (people, places, things). Next write the sentence: The cowboy chased the horses. **Find the nouns.** (cowboy and horse) **What did the cowboy do to the horses?** (chased). **Words that tell what nouns do are called verbs. Verbs tell what action is taking place. Use the bottom of workbook page 52. Fill in the oval next to the words used as verbs in the sentences.**
3. Use the SAP workbook page. Top part: **Fit all the spelling words into the grid. This time there is only one clue space, the letter e. It's the fourth letter in a nine letter word.**

Bottom part: **Complete the sentences with spelling words. Write the words on the lines.**


T1

Look at the words. Choose a word from each box to make compound words.

First Word	Second Word
hair	ball
grand	ship
bath	father
foot	corn
space	tub
pop	cut
sail	boat

Read the sentences. Fill in the oval next to the word that was used as a verb in the sentence.

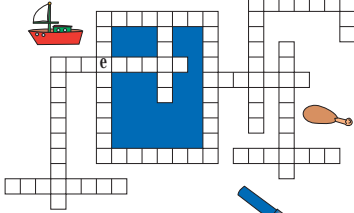
1. Otto Muskrat drove the stagecoach.  drove  stagecoach
2. Billybob tied his shoestrings.  Billybob  tied
3. We brushed our teeth with the toothpaste.  teeth  brushed
4. The hammer hit my thumbnail.  thumbnail  hit
5. I saw a rainbow at noontime.  saw  rainbow



T3

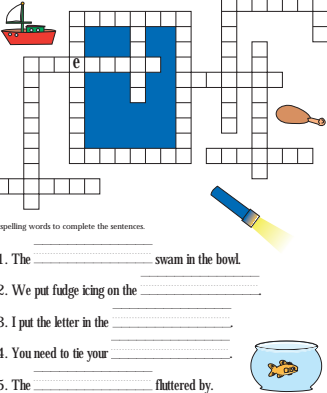
Fit all the spelling words into the grid. Start with the clue space.

toothbrush mushroom cupcake goldfish mailbox fireplace shoestring  
flashlight sailboat bobcat haircut drumstick butterfly bathrobe



Write spelling words to complete the sentences.

1. The \_\_\_\_\_ swam in the bowl.
2. We put fudge icing on the \_\_\_\_\_.
3. I put the letter in the \_\_\_\_\_.
4. You need to tie your \_\_\_\_\_.
5. The \_\_\_\_\_ fluttered by.



4. Review the additional reading vocabulary: **Billybob, Bobbybill, Bubba, enter, glove, parade, prairie, sheriff.**

Students will read pages 1 to 9 out loud. Ask the following questions:

**What are the names of the three bobcats?** (Billybob, Bobbybill, Bubba)

**What did the bobcats take from the stagecoach?** (a strongbox)

**What is a strongbox?** (You may need to tell students. It is a locked box that was kind of a portable safe for hauling valuable things on the stagecoach.)

**What was in the strongbox?** (goldfish)

**Where was the stagecoach going?** (to Rowdent Gulch) Please note that Rowdent is the name of the town and is a play on words with the word rodent.

**Who was the sheriff of Rowdent Gulch?** (Sheriff Prairie Dog)

**What were the bobcats going to do with the goldfish?** (cook them)

**Why did Bubba want a baseball glove?** (to catch fish)

5. Use the handwriting sheet or have the children write the following sentences:

Grandfather made a jigsaw puzzle.  
I played shortstop in baseball.

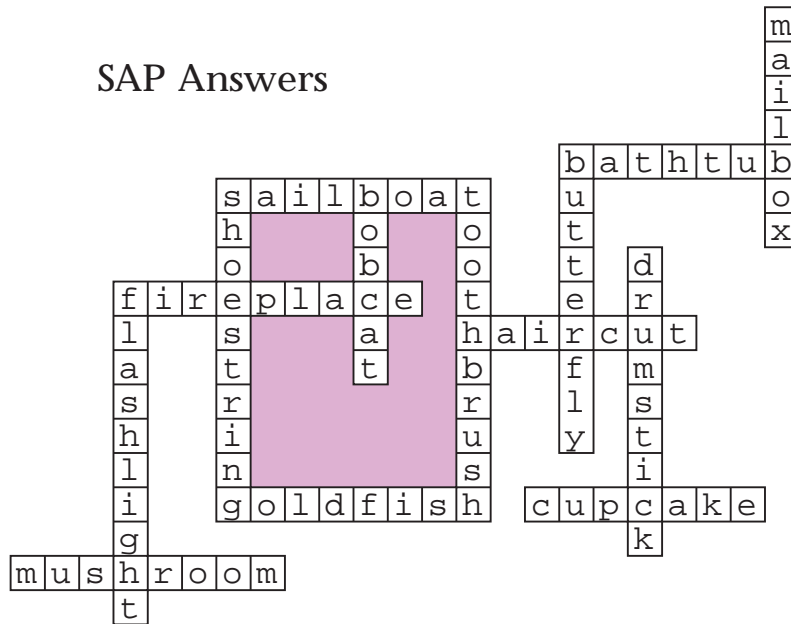
## LAR Answers

Any order:

haircut  
grandfather  
bathtub  
football  
spaceship  
popcorn  
sailboat

1.  drove     stagecoach
2.  Billybob     tied
3.  teeth     brushed
4.  thumbnail     hit
5.  saw     rainbow

## SAP Answers



1. goldfish
2. cupcake
3. mailbox
4. shoestring
5. butterfly

# Lesson 58

## Lesson Objectives

1. Students will complete sentences with compound words (spelling words). (P & S)
2. Students will review verbs. (L)
3. Students will review spelling words. (S)
4. Students will proofread sentences. (S & L)
5. Students will read the story *Bobcat Cowboys*. (R)
6. Students will copy sentences neatly and correctly. (H)

## Materials


LAR page 53  
SAP page 47  
*Bobcat Cowboys*

## Teaching

1. Use the top of the LAR workbook page. **There are mixed-up compound words in each sentence. Fix the compound words. Write them correctly on the lines in the order they are used in the sentence.**
2. Review the term verb (they tell what a noun is doing). Use the bottom of the LAR workbook page. **Choose a verb to complete the sentence. Fill in the circle next to the verb.**
3. Use the top of SAP page 47. **Find the spelling words that have the letters to spell the shorter words. The spelling list is numbered. Write the numbers next to the small words if the spelling words have the letters to make that word. There will be a match for every blank set of lines.**
4. Use the bottom of SAP page 47. **Proofread the sentences. Circle the misspelled words and write them correctly on the lines. Add a period or question mark at the end of the sentence.**

T1 & T2

1. The cowflash carried the lightboy. \_\_\_\_\_
2. I found a mailmush by the boxroom. \_\_\_\_\_
3. My placebrush fell into the firetooth. \_\_\_\_\_
4. A fishsail swam by the boatgold. \_\_\_\_\_
5. I ate the cakeshoe after I tied my cupstring. \_\_\_\_\_



Read the sentences. A verb is missing. Fill in the oval next to the missing verb.

1. Pat \_\_\_\_\_ about being a fireman.     daydreamed     pushup
2. Grace \_\_\_\_\_ the jigsaw puzzle.     sawmill     dropped
3. The bad cowboy \_\_\_\_\_ the strongbox.     stole     money
4. The milkman \_\_\_\_\_ the bottles.     broke     cream
5. The spaceship \_\_\_\_\_ into the sky.     stars     zoomed

T3 & T4

1. toothbrush
2. mushroom
3. cupcake
4. goldfish
5. mailbox
6. fireplace
7. shoestring
8. flashlight
9. saleboat
10. bobcat
11. haircut
12. drumstick
13. butterfly
14. bathtub

What spelling words can make the small words? Write their numbers on the lines.

dog \_\_\_\_\_

lamb \_\_\_\_\_ sit \_\_\_\_\_

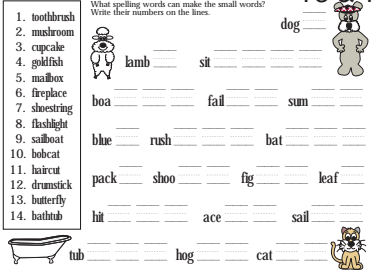
boa \_\_\_\_\_ fail \_\_\_\_\_ sun \_\_\_\_\_

blue \_\_\_\_\_ rush \_\_\_\_\_ bat \_\_\_\_\_

pack \_\_\_\_\_ shoo \_\_\_\_\_ fig \_\_\_\_\_ leaf \_\_\_\_\_

hit \_\_\_\_\_ ace \_\_\_\_\_ sail \_\_\_\_\_

tub \_\_\_\_\_ hog \_\_\_\_\_ cat \_\_\_\_\_



Proofread the sentences. Circle the misspelled words and write them correctly on the lines. Add a punctuation mark at the end of each sentence.

The bobbcot tried to steal the goldfich \_\_\_\_\_

I left the fashlight on the saleboat \_\_\_\_\_

Did a buterfly land on the mialbox \_\_\_\_\_

5. Review the first half of the book *Bobcat Cowboys*. Next, read the second half of the book. After completing the story ask the students the following questions:

**What was the reason the bobcats went to Rowdent Gulch?** (a jigsaw puzzle contest)

**What did the town work on all night?** (They made a steamboat look like a fish.)

**What did Grace give the bobcats?** (a jigsaw puzzle)

**How was Bubba able to solve the puzzle?** (The mice put it together.)

**How did the bobcats get into the fish?**

(There was a door under the fin. The sheriff pushed them.)

**Where was Chip taking the bobcats?** (to the Dog City jail)

**When do you think this story took place?** (Answers vary.)

**What are some things in the story that help you know when it took place?**

(stagecoach, sheriff, cowboys, steamboat)

**Who was your favorite character in the story? (Answers vary.) Why?**

6. Use the handwriting sheet or have the children write the following sentences:

I need a toothbrush after eating popcorn.

The sunlight made the campsite hot.

## LAR Answers

1. cowboy, flashlight
2. mushroom, mailbox
3. toothbrush, fireplace
4. goldfish, sailboat
5. cupcake, shoestring

1.  daydreamed     pushup

2.  sawmill     dropped

3.  stole     money

4.  broke     cream

5.  stars     zoomed

## SAP Answers

dog 4

lamb 5 sit 7,8,9,12

boa 5,9,10 fail 6,8 sum 2,12

blue 13 rush 1,2,12 bat 9,10,14

pack 3 shoo 1,2 fig 4,8 leaf 6

hit 7,8,11 ace 3,6 sail 8,9

tub 1,13,14 hog 4,7 cat 10,11

bobcat goldfish period

flashlight sailboat period

butterfly mailbox question mark

# Lesson 59

1. Students will put a story in order. (L)
2. Students will review spelling words. (S)
3. Students will write a story. (CW)
4. Students will read the story *Bobcat Cowboys*. (R)
5. Students will copy sentences neatly and correctly. (H)

## Materials

LAR page 48

SAP page 54

*Bobcat Cowboys*

Optional material about the Old West for the creative writing assignment.

## Teaching

1. Read the sentences on the LAR workbook page. **Number the sentences in the order they happened in the story. You may use your book to check your answers.**

Bottom section: **Answer the questions about the story by filling in the ovals.**



2. Use SAP page 54. **Match the spelling words to the descriptions.**
3. Students will write a story set in the old west. Say: The book *Bobcat Cowboys* was set in a time when there weren't any cars or televisions. Today you will write a story that happens in the Old West.

You may want to read some reference materials about the Old West. Talk about the way people traveled, the way they dressed, things they ate, what they did for fun, what kind of jobs they had, what schools were like.

T1

Number the sentences in the order they happened in the story *Bobcat Cowboys*.

Billybob read about a contest.  
 Otto told the Sheriff about the holdup.  
 The bobcats rode on a steamboat.  
 The town made a steamboat look like a goldfish.  
 Three bobcats robbed a stagecoach.  
 Babs Blue Jay flew to a campsite.  
 Mike put together a jigsaw puzzle.  
 The stagecoach drove to Rowdient Gulch.  
 The Bobcat Cowboy Gang went to Rowdient Gulch.  
 Sheriff Prairie Dog led a parade.


Answer the questions about the story *Bobcat Cowboys*. Fill in the answer to the sentences, yes or no.

1. Did the steamship look like a goldfish?  YES  NO
2. Did the bobcats holdup a bank?  YES  NO
3. Was the strongbox full of goldfish?  YES  NO
4. Did a woodchuck drive the stagecoach?  YES  NO
5. Did mice put together the jigsaw puzzle?  YES  NO

T2

Use the clues to find the spelling words. A list is in the box.

toothbrush    mushroom    cupcake    goldfish    mailbox  
 fireplace    shoestring    flashlight    sailboat    bobcat  
 haircut    drumstick    butterfly    bathtub



Fill it with water and suds	It's a pizza topping.
It has fur.	A chicken leg
Ride on the water in this	Put a paste on it
It keeps shoes on feet.	It's a box on a post.
It's topped with frosting.	It has wings.
Use it in the dark	It swims all the time.
Put wood in it	A cut that doesn't hurt

4. Read the book *Bobcat Cowboys* again. Next, have students look at the back of the book and answer the following questions about the word list. You may do this orally or have students write answers:

**What words are animals?** (bluebird, bobcat, chipmunk, goldfish, groundhog, muskrat, woodchuck)

**What words are things to ride in?** (steamboat, stagecoach)

**What words describe parts of the day?** (morning, noontime, sunset)

**What two compound words begin with the same first word?** (campfire, campsite)

**What word is love with a letter added?** (glove)

**What word is the opposite of smallest?** (biggest)

**What is something on your face?** (eyebrows)

**What is something that should be tied?** (shoelace)

5. Use the handwriting sheet or have the children write the following sentences:

The steamship had lots of lifeboats.

We watched the fireworks at sunset.

## LAR Answers

5	4
3	8
10	2
6	7
1	9

1.   no

2.   yes

3.   no

4.   yes

5.   no

## SAP Answers

bathtub	mushroom
bobcat	drumstick
sailboat	toothbrush
shoestring	mailbox
cupcake	butterfly
flashlight	goldfish
fireplace	haircut

# Lesson 60

## Lesson Objectives

1. Students will be tested on phonics concepts. (P)
2. Students will be tested on language concepts. (L)
3. Students will take a spelling test. (S)
4. Students will read a poem. (L & R)
5. Students will read the story they have written. (R)
6. Students will copy a sentence neatly and correctly. (H)

## Materials

LAR page 55  
Creative writing assignment from Lesson 59  
Assessment 60

## Teaching


1. Use part A of the assessment as a phonics test. Have the students fill in the circles next to the words that complete the sentences.
2. Use part B of the assessment page. Fill in the circles next to the words that were used as verbs in the sentences.
3. Have students number their paper from 1 to 14. Give the following words as dictation.

Spelling word list: **1. mushroom, 2. flashlight, 3. sailboat, 4. goldfish, 5. shoestring, 6. mailbox, 7. toothbrush, 8. cupcake, 9. cowboy, 10. bobcat, 11. butterfly, 12. haircut, 13. bathtub, 14. drumstick**

4. Use the LAR page. Students will read a poem. The poem is reprinted on the next page. Introduce the poem. **Have you ever packed for a trip and couldn't decide what to take? This is a poem about packing for a trip.**

Have students read the poem. Next, have students find all the compound words in the poem.

T1 & 2	
Phonics Test: Fill in the circles by the words that answer the sentences.	
1. You can use a bat to hit this.	<input type="radio"/> sundown <input type="radio"/> football <input type="radio"/> subway <input type="radio"/> baseball
2. This can heat a room.	<input type="radio"/> fireplace <input type="radio"/> teenage <input type="radio"/> towboat <input type="radio"/> dugout
3. You can ride in the sky on this.	<input type="radio"/> grapefruit <input type="radio"/> airplane <input type="radio"/> airport <input type="radio"/> pickup
4. This swims very well.	<input type="radio"/> backpack <input type="radio"/> doorbell <input type="radio"/> goldfish <input type="radio"/> oatmeal
5. This is a place to put a tent.	<input type="radio"/> iceberg <input type="radio"/> groundhog <input type="radio"/> campsite <input type="radio"/> flashlight
Part B: Read the sentences. Fill in the oval next to the word that was used as a verb in the sentence.	
1. Mom cooked the mushrooms in a pan.	<input type="radio"/> cooked <input type="radio"/> mushrooms
2. The bobcat pounced on the rabbit.	<input type="radio"/> bobcat <input type="radio"/> pounced
3. The snowflakes fell on the grass.	<input type="radio"/> snowflakes <input type="radio"/> fell
4. We ate the brown cupcakes.	<input type="radio"/> ate <input type="radio"/> cupcakes
5. The tugboat pulled the steamship.	<input type="radio"/> tugboat <input type="radio"/> pulled

T4	
<p><b>Knapsack Pack Up</b></p> <p>I've been filling up my knapsack For a short camping trip It's filled with all I need to pack But now it's hard to zip</p> <p>I'll take out my new red flashlight It's wasting all that space I won't need it to see at night I packed a fireplace</p> <p>I'll unpack this jug of water That I brought to drink For it really will not matter I brought the kitchen sink</p> <p>This tent should be the next to go And the icebox too Since I packed up this cold white snow To build my own igloo</p> <p>And there's these heavy cans of food Fresh fruit is best for me I won't need the canned stuff that's stewed I brought a grapefruit tree</p> <p>That's all my knapsack will allow I couldn't need much more There's only one small problem now I can't squeeze though my bedroom door</p>	

5. Have students take turns reading the books or stories that were written during the creative writing section of the previous lesson.
6. Use the handwriting sheet or have the children write the following sentences:

We ate cupcakes at the birthday party.  
The cardboard box was full of mushrooms.

## Assessment Answers

- |              |            |
|--------------|------------|
| 1. baseball  | 1. cooked  |
| 2. fireplace | 2. pounced |
| 3. airplane  | 3. fell    |
| 4. goldfish  | 4. ate     |
| 5. campsite  | 5. pulled  |

### Knapsack Pack Up

I've been filling up my knapsack  
For a short camping trip  
It's filled with all I need to pack  
But now it's hard to zip

I'll take out my new red flashlight  
It's wasting all that space  
I won't need it to see at night  
I packed a fireplace

I'll unpack this jug of water  
That I brought to drink  
For it really will not matter  
I brought the kitchen sink

This tent should be the next to go  
And the icebox too  
Since I packed up this cold white snow  
To build my own igloo

And there's these heavy cans of food  
Fresh fruit is best for me  
I won't need the canned stuff that's stewed  
I brought a grapefruit tree

That's all my knapsack will allow  
I couldn't need much more  
There's only one small problem now  
I can't squeeze though my bedroom door