Smart Start in Language Arts
Home Education Edition

1. Reading
* decoding skills
  phonics
  sight words
* fluency
* comprehension

2. Spelling

3. Writing
* printing
* sentence writing
* strong verbs
* varying sentence starters
* punctuation and capitalization skills
* story writing

Grade One Workbook Sample Pages:
1. Alphabet Lesson
2. Grade One Language Arts Lesson

Grade Two Workbook Sample Pages:
1. Grade Two Language Arts Lesson
1. **Alphabet Mastery**
   *Fifteen Instructional Days*

2. **Smart Start Reading Instruction**
   *One Hundred Eleven Language Arts Instructional Days*
   *decoding with phonics & comprehension*
   *sight word book*
   *printing*
   *story time*
   *spelling*
   *sentence writing*

3. **Two Story Writing Projects**
   *Six Instructional Days*
   *The Loose Tooth*
   *The Snowy Day*

4. **Library Trips**
   *7 Instructional Days*

**Total Number of School Days to Complete Grade One:** 139
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What does Reading Involve?

• **Decoding**
  • Writing
  • The proper way a language is spoken (grammar)

• **Syntax**
  • The proper way a language is spoken (grammar)

• **Phonics**
  • Grasp of letters, sounds, and words

• **Sight Words**
  • Most commonly used words in English forming 60% to 70% of most written texts

• **Comprehension**
  • **Pragmatic**
    • Represents background knowledge which enables learners to build their understanding by connecting new ideas to prior learning.
  • **Semantic**
    • Represents the ability to connect facts together in order to create meaning such as constructing main ideas.

How Do We Begin?

Reading instruction requires children to combine letters to form words. Many children enter first grade without solidly knowing their upper and lower case alphabet letters and without knowing letter sounds. The first Smart Start activities are designed to help your child master his letters and sounds. Proficiency is critical prior to beginning formal reading lessons.

**Alphabet Daily Lesson Parts:**
1. I Spy Alphabet Game on DVD introduces 2 letters per day.
2. Alphabet Card Game practices letters & sounds introduced
3. Story Time: parent reads picture books to the child (books are borrowed from the library)
4. Printing Instruction and Letter Sound Practice

**Materials Required:**
1. One set of laminated alphabet cards (photocopy alphabet cards on following pages & have them laminated at a store such as Staples).
2. Pencil and eraser
3. Computer to show DVD on.
# Building Blocks to Reading

## The Alphabet in 15 School Days

**Instructions:**
1. Photocopy alphabet cards on the next few pages.
2. Cut them up, and glue down on card stock.
3. Laminate one set of alphabet cards for each student.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa  Zz</td>
<td>Bb  Yy</td>
<td>Cc  Xx</td>
<td>Dd  Ww</td>
<td>Ee  Vv</td>
</tr>
<tr>
<td>Day 6</td>
<td>Day 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ff  Uu</td>
<td>Gg  Tt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hh  Ss</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ii  Rr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jj  Qq</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 11</td>
<td>Day 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kk  Pp</td>
<td>Ll  Oo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mm  Nn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alphabet Day 1: Letters A & Z

See Teacher’s Manual for Lesson Plan Instructions.

1. Play **Alphabet I Spy Game** using A & Z photograph on DVD.

2. Play the **Alphabet Card Game**.

   The 4 cards in today’s deck are:
   
   A a Z z

3. **Story Time**: *Curious George* by Margret & H.A. Rey
   Listen to the story and discuss.

4. **Printing Instruction and Letter/Sound Practice**
   *complete this on next page.*
Alphabet Day 1: Letters of the Day A & Z

Name_________________

NOTE: Different shapes indicate where to start printing on a line.

**Circle Letters of the Day:**

<table>
<thead>
<tr>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
<th>Ee</th>
<th>Ff</th>
<th>Gg</th>
<th>Hh</th>
<th>Ii</th>
<th>Jj</th>
<th>Kk</th>
<th>Ll</th>
<th>Mm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nn</td>
<td>Oo</td>
<td>Pp</td>
<td>Qq</td>
<td>Rr</td>
<td>Ss</td>
<td>Tt</td>
<td>Uu</td>
<td>Vv</td>
<td>Ww</td>
<td>Xx</td>
<td>Yy</td>
<td>Zz</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:** Print the letters (upper or lower case) dictated by the teacher in each box. Some letters may be repeated.
# Smart Start Reading Instruction
## Days 1 to 35

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Day 15</th>
<th>Day 16</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
<th>Day 21</th>
</tr>
</thead>
</table>

|-------|-------|--------|--------|--------|--------|--------|

<table>
<thead>
<tr>
<th>Day 29</th>
<th>Day 30</th>
<th>Day 31</th>
<th>Day 32</th>
<th>Day 33</th>
<th>Day 34</th>
<th>Day 35</th>
</tr>
</thead>
</table>
Reading Lesson for Day Thirty-three

a. Watch DVD puppet show on the choo choo train letters ch
   Introduce sight word: one
b. On two index cards print: ch, one  Review all index cards.
c. Complete all reading worksheets.

Letter: ch  Sight word: one

Day 33 Choo Choo Train Letters

New Word Key: ch

/4 comprehension  /28 decoding

One plump pig had a chat with a duck.

The pig liked to jump in mud.

The duck liked to swim on ponds.

They had a fun chat.
SS Phonics Worksheets: Day 33

**Letter Practice:** ch

Say the name of the picture. Circle the letter(s) the picture STARTS with.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sh</td>
<td>ch</td>
<td>sh</td>
</tr>
<tr>
<td><img src="chicken.png" alt="Chicken" /></td>
<td><img src="shark.png" alt="Shark" /></td>
<td><img src="church.png" alt="Church" /></td>
</tr>
<tr>
<td>ch</td>
<td>th</td>
<td>qu</td>
</tr>
<tr>
<td><img src="house.png" alt="House" /></td>
<td><img src="quilt.png" alt="Quilt" /></td>
<td><img src="shell.png" alt="Shell" /></td>
</tr>
<tr>
<td>ch</td>
<td>sh</td>
<td>ch</td>
</tr>
<tr>
<td><img src="sheep.png" alt="Sheep" /></td>
<td><img src="hand.png" alt="Hand" /></td>
<td><img src="caterpillar.png" alt="Caterpillar" /></td>
</tr>
<tr>
<td>qu</td>
<td>ch</td>
<td>sh</td>
</tr>
<tr>
<td><img src="queen.png" alt="Queen" /></td>
<td><img src="shirt.png" alt="Shirt" /></td>
<td><img src="chair.png" alt="Chair" /></td>
</tr>
<tr>
<td>ch</td>
<td>qu</td>
<td>ch</td>
</tr>
<tr>
<td><img src="cheese.png" alt="Cheese" /></td>
<td><img src="thread.png" alt="Thread" /></td>
<td><img src="feather.png" alt="Feather" /></td>
</tr>
<tr>
<td>ch</td>
<td>qu</td>
<td>ch</td>
</tr>
</tbody>
</table>
2. Sight Word Book

Instructions: Cut out sentence strip from page 197. Have child cut words out, glue them down in order and illustrate. Next, have child read all sentences in his book out loud. He should touch each word as he reads the sentences out loud.

Today's sentence is:

He has two good pals.

3. Printing Practice

NOTE: Different shapes indicate where to start printing on a line. Print one line each of upper and lower case letters. Letters are formed with lines from top to bottom.

Letters of the Day

CH ch

4. Story Time:

Little Engine that Could by Watty Piper and Loren Long

Spelling:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6.</td>
</tr>
<tr>
<td>2.</td>
<td>7.</td>
</tr>
<tr>
<td>3.</td>
<td>8.</td>
</tr>
<tr>
<td>4.</td>
<td>9.</td>
</tr>
<tr>
<td>5.</td>
<td>10.</td>
</tr>
</tbody>
</table>

Vowels: a e i o u

6. Sentence Writing Begins:

Topic: chipmunk

Action Words: chattered scampered scurried scrambled leaped raced darted clung
SS Writing Worksheets: Day 33

Sentence Example: One brown chipmunk sat on a tree.

Words I know:

- see
- I
- can
- the
- me
- play
- like
- and
- work
- a
- is
- you
- to
- we
- that
- in
- for
- at
- with
- it
- on
- put
- are
- of
- this
- your
- as
- but
- be
- have
- he
- they
- one

Colours I know:
- green
- red
- brown
- black
- yellow
- blue
- orange
- purple
- white

Write a sentence about this chipmunk:

Action Words: chattered scampered scurried scrambled leaped raced darted clung

OR choose your own idea.

My Sentence

Lesson 33 is done.
Smart Start in Language Arts
Home Education Edition

Grade Two Workbook
Reproducible for ONE Family
Grade Two
Smart Start Program Overview

1. Smart Start Reading Instruction
   *157 Language Arts Instructional Days
   *decoding with phonics & comprehension
   *sight word book
   *printing
   *story time
   *spelling
   *sentence writing

3. Four Story Writing Projects
   *12 Instructional Days
   *The Giant Egg (dinosaur story)
   *The Knight and the Dragon
   *The Camping Trip
   *The Waiter and the Cook

4. Library Trips
   *6 Instructional Days

Total Number of School Days to Complete Grade Two: 175
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Word Endings ed, s, ing  
Comprehension Strategy: Sequencing Story Events  
Punctuation & Capitalization Exercises Begin  
NEW: Fix the Teacher’s Spelling Mistakes  
Word Key: ca  
Word Key: ck  
Word Key: ce  
Story Writing: The Giant Egg  
Word Key: ci  
Word Key: cy  
Word Key: “le” at the end of 2 syllable words  
Long Vowel words with 2 syllables  
Word Key: ge  
Word Key: gi  
Word Key: gy  
Word Key: ve  
Review Word Key: ue  
Review Word Key: oo  
Review Word Key: ew  
Contractions  
Review Word Key: ui  
Word Key: oi  
Word Key: oy  
Word Key: aw  
Word Key: au  
Word Key: ou  
Word Key: ow  
Story Writing: The Knight and the Dragon  
Word Key: ay  
Word Key: ai  
Word Key: ph  
Word Key: gh  
Review: f, l, s, z at the end of words  
Suffix: tion  
Story Writing: The Camping Trip  
Change y to i before adding es or ed  
Word Key: wr  
Word Key: kn  
Story Writing: The Waiter and the Cook

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| | Word Key: ai | 369 |
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<thead>
<tr>
<th>Day 120</th>
<th>Day 121</th>
<th>Day 122</th>
<th>Day 123</th>
<th>Day 124</th>
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<tbody>
<tr>
<td>Day 125</td>
<td>Day 126</td>
<td>Day 127</td>
<td>Day 128</td>
<td>Day 129</td>
</tr>
<tr>
<td>Story Writing</td>
<td>Story Writing</td>
<td>Story Writing</td>
<td>Story Writing</td>
<td>Story Writing</td>
</tr>
<tr>
<td>The Camping Trip</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 130</td>
<td>Day 131</td>
<td>Day 132</td>
<td>Day 133</td>
<td>Day 134</td>
</tr>
<tr>
<td>Phonics: drop silent e before adding ing or ed eg. make, making Sight Word: catch New Vocab: eyes</td>
<td>Sight Word Book Printing/Story Time Spelling Practice Sentence Writing Punctuation Skills</td>
<td>Phonics: for words ending in y, change y to i before adding es or ed eg. try, tries, tried Sight Word: secret</td>
<td>Sight Word Book Printing/Story Time Spelling Practice Sentence Writing Punctuation Skills</td>
<td>Phonics: wr says r at beginning of words Sight Words: write, wrote</td>
</tr>
<tr>
<td>Day 135</td>
<td>Day 136</td>
<td>Day 137</td>
<td>Day 138</td>
<td>Day 139</td>
</tr>
<tr>
<td>Sight Word Book Printing/Story Time Spelling Practice Sentence Writing Punctuation Skills</td>
<td>Phonics: kn says n at the beginning of words eg. knot, know, knew Sight Word: tiger</td>
<td>Sight Word Book Printing/Story Time Spelling Practice Sentence Writing Punctuation Skills</td>
<td>Phonics: review suffix tion says shun at end of words Sight Words: station remember</td>
<td>Sight Word Book Printing/Story Time Spelling Practice Sentence Writing Punctuation Skills</td>
</tr>
<tr>
<td>Day 140</td>
<td>Day 141</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics: review compound words eg. cowboy Sight Word: pony</td>
<td>Sight Word Book Printing/Story Time Spelling Practice Sentence Writing Punctuation Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Lesson for Day One Hundred & thirty

1. **tion** says **shun** and comes at the end of words.
   Example: action

2. **gh** can copycat the **f sound** at the end of words.
   **ph** copycats **f sound** and comes anywhere in a word.

3. **au** says **o sound** and comes in the middle of words.
   **aw** says **o sound** and usually comes at the end of words.

4. When a vowel ends the first beat in a two beat word, it stands alone and says its name. **Example:** ba-by.

Instructions: Read the words below with your parent.
Highlight or circle the new word keys for decoding help.

1. deduction demolition

2. autograph laugh

3. trawl pause

4. bacon baker

Word Families: ace all ook ight ay atch ink
old ice age ind
wall book blight fold
stage blind grind race
pay scratch wink splice
**Review Concept:** Words ending in silent e drop it before adding ing or ed. **Example:** make becomes making

**New Vocabulary:** eyes

---

**Day 130  Sight Word: catch**

Ben wanted to be good at football, but he had a problem. Ben could not **catch** the ball. He **closed** his **eyes**. Then the **ball** would hit him in the **face**. Sometimes it **hurt** his fingers, and he would drop it. One day Max came over. He helped Ben.* He **taught** Ben to look at the **ball**. Ben stopped being scared. He **learned** to **catch** the **football**!

---

1. **Why couldn’t Ben catch the football?**
   * It hurt his fingers.
   * It hit his face.
   * He closed his eyes.

2. **What did Max teach Ben?**
   *to hold the ball
   *to keep his eyes open
   *to look at Mickey

3. **Did Ben learn to catch the ball?**  /3
   *Yes  *No
Put the story events in order using numbers.

_____ Ben wanted to be good at football, but he had a problem.
_____ Sometimes the ball hurt his fingers and he dropped it.
_____ Ben could not catch the ball, because he shut his eyes.
_____ Max helped Ben to look at the ball until he could catch it.

Look at the picture. Read the words and circle the matching one WITH HELP.

locomotion  lotion  motion
location    motion
invention  graduation  station  institution
elections  narration  motion  education
action  abbreviation  lotion  contraction
attractions  station  collection  creation
calculation  ration
reduction  elation  attractions
reflection  election
graduation  correction  creation  liberation

Mark the vowels and READ the words to your parent.

R = regular (short vowel)
B = bumper (long vowel with silent e)
M = mouse word (long vowel with 2 vowels together)

1. fainting____  4. filled____  7. hoax_____  10. alive____
2. stuff ____  5. fumes ____  8. fluff ____  11. tweaking__
3. pipes_____  6. trail____  9. preens____  12. grilled____
### Special Vowel Practice

**Day 130**

**Directions:** Match the sentence beginnings on the left with their missing endings on the right by numbering the empty boxes.

<table>
<thead>
<tr>
<th>Sentence Beginnings</th>
<th>Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fascination is a great</td>
<td>cartoon.</td>
</tr>
<tr>
<td>2. Conjunctions are words</td>
<td>is the first time it was printed.</td>
</tr>
<tr>
<td>3. Animation is a moving</td>
<td>interest in something.</td>
</tr>
<tr>
<td>5. Strong emotions are</td>
<td>rides or shows.</td>
</tr>
<tr>
<td>6. Revelations occur when</td>
<td>joining ideas together like the word “and”.</td>
</tr>
<tr>
<td>7. Circus attractions can be</td>
<td>cast votes.</td>
</tr>
<tr>
<td>8. In an election people</td>
<td>powerful feelings.</td>
</tr>
</tbody>
</table>

Circle and count ALL the Word Keys. READ the words to your parent.

- ce ci cy ge gi gy

<table>
<thead>
<tr>
<th>Word</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>cage</td>
<td>___</td>
</tr>
<tr>
<td>edge</td>
<td>___</td>
</tr>
<tr>
<td>generous</td>
<td>___</td>
</tr>
<tr>
<td>ginger</td>
<td>___</td>
</tr>
<tr>
<td>cagey</td>
<td>___</td>
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<tr>
<td>gentle</td>
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<td>central</td>
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<td>bicycle</td>
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<td>tricycle</td>
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<td>circular</td>
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<tr>
<td>race</td>
<td>___</td>
</tr>
<tr>
<td>spice</td>
<td>___</td>
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</tbody>
</table>

Read book from classroom library.

Lesson 130 is done.
1. Sight Word Book:
Nothing new to make today
Read all story paragraphs.

2. Printing Practice

Joke of the Day
What driver can never get a parking ticket?
A screwdriver!

The Berenstain Bears and Too Much Junk Food
by Stan and Jan Berenstain

The Lost Dog
Where is my dog?
says the boy.
I do not know, said the girl.
Who will help me look? says the boy.
I sure would! said the girl. There he is!
Why is my dog in there? asked the boy.
### Fix the Teacher’s Spelling Mistakes!

1. **bil** = ____________  
2. **rise** = ____________  
3. **milde** = ____________  
4. **aje** = ____________  
5. **mor** = ____________  
6. **rite** = ____________  
7. **bunchs** = ____________  
8. **elecshun** = ____________  
9. **tiping** = ____________  
10. **caping** = ____________
6. **Sentence Writing:**

**CHOOSE your sentence starter:**
*smacking
*winding up
*whacking

**Topic:** golfers

**Action Words:**
swung whacked sliced ripped tore whipped smacked cracked

**CHOOSE your sentence ending:**
*across the grass
*over sand traps
*between trees

Sentence: starter + plural nouns + action word + ending

Example: Winding up, golfers smacked balls across the grass.

7. **Punctuation and Capitalization**

NEW: Put missing quotation marks in each speech bubble below. Quotation marks surround the speech in a sentence.

Do you want to go to the circus? asked Jane.

Tim answered, I would love to!

Lesson 131 is done.