Please note: PDF conversion from the original files may cause some items to view and print differently than the actual copies.
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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.
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:**
- Divide into syllables: 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.
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.
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 reigns.

The stagecoach drove on to Rowdent Gulch.

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.
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.”

“Hush up, Bubba,” said Billybob Bobcat.

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.
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.”

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.”

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.
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.
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 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 is the fourth letter in a nine letter word.**

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

- goldfish
- cupcake
- mailbox
- shoestring
- butterfly
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.**
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, what they dressed, how they ate, what they did for fun, what kind of jobs they had, what schools were like.

   ![T1](image1)
   ![T2](image2)

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

   Fill it with water and suds
   Fill it with water and suds
   It has fur
   It’s a pizza topping.
   It’s a pizza topping.
   A chicken leg
   A chicken leg
   It's a box on a goat.
   It's a box on a goat.
   Put a paste on it
   Put a paste on it
   Put a paste on it
   Put a paste on it
   A cut that doesn’t hurt
   A cut that doesn’t hurt
   A cut that doesn’t hurt
   A cut that doesn’t hurt
   A cut that doesn’t hurt

   toothbrush mushroom pancake golden mustard
   fireplace shaving flashlight sailboat bobcat
   answering machine butterfly bat
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.

<table>
<thead>
<tr>
<th>LAR Answers</th>
<th>SAP Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4</td>
<td>bathtub</td>
</tr>
<tr>
<td>3 8</td>
<td>mushroom</td>
</tr>
<tr>
<td>10 2</td>
<td>bobcat</td>
</tr>
<tr>
<td>6 7</td>
<td>drumstick</td>
</tr>
<tr>
<td>1 9</td>
<td>sailboat</td>
</tr>
<tr>
<td></td>
<td>toothbrush</td>
</tr>
<tr>
<td>1</td>
<td>shoestring</td>
</tr>
<tr>
<td></td>
<td>mailbox</td>
</tr>
<tr>
<td>2</td>
<td>cupcake</td>
</tr>
<tr>
<td></td>
<td>butterfly</td>
</tr>
<tr>
<td>3</td>
<td>flashlight</td>
</tr>
<tr>
<td></td>
<td>goldfish</td>
</tr>
<tr>
<td>4</td>
<td>fireplace</td>
</tr>
<tr>
<td></td>
<td>haircut</td>
</tr>
</tbody>
</table>

1. [ ] [ ] no
2. [ ] yes
3. [ ] no
4. [ ] yes
5. [ ] no
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.

Lesson 60

Knapsack

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
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
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And there’s these heavy cans of food
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