Sequencing Stories – Spelling/Phonics

Day 12 (scissors)

- Students will: identify the sequence of a story
- Read the story of The Boy Who Cried Wolf to your child. This version was written by Tina Rutherford.

Once there was a boy whose family helped take care of the village sheep. One day, the boy’s father told him it was his turn to watch the sheep. He needed to stay with the sheep all night. If a wolf came during the night, all he needed to do was yell, “WOLF!” and the villagers would come help him fight the wolf away and keep the sheep safe.

The boy went out that night excited to help keep the village sheep safe. He wanted to do the best that he could do. The boy decided the villagers needed to practice a wolf drill. He wanted to be sure they were ready to help him if a wolf came. So he decided to yell, “WOLF!” even though there was no danger. Of course, all of the villagers came running. “Where is the wolf?” they asked. “We will fight him away!”

“There is no wolf,” the boy replied. “It was just a wolf drill.”

“A wolf drill?” they all murmured, walking back to their homes.

The boy’s father told his son not to have any more drills. “The villagers know what to do, son. They don’t need a drill. Don’t call for help unless you really need it.”

The boy went back to his job of guarding the sheep, a little hurt that his wolf drill idea hadn’t been better received. As he looked up over the flock, he thought he saw the shadow of a wolf. “WOLF!” he yelled immediately.

Once again, the villagers came running. “Where is the wolf?” they asked. “We will fight him away!”

“Over there!” the boy replied. “I saw his shadow.”

The villagers searched and searched, but never found a wolf. “It’s just the shadow of a bush,” they told him. Wearily, they once again returned to their homes.

Hours passed and the boy diligently kept watch over the sheep. Suddenly, he saw a creature sneaking in from the trees. He waited until he was sure, but it most definitely was a wolf. “WOLF!” the boy shouted, and waited for help to arrive. As the wolf crept closer to the flock, no villagers emerged from their homes. “WOLF! WOLF! WOLF!” he tried again. But no one came. The boy’s false alarms had led them to believe he was once again calling for help when no help was needed. The wolf got away with one of the sheep that night, and the boy learned a hard lesson about his responsibility as a shepherd.
Day 12 worksheet
- Cut out the blocks and order them in the order of what happened in the story.

Day 13
- Students will: practice spelling words in the AN family
- Day 13 worksheet
  - They will copy the words and then draw a line to match them to the pictures.
  - There is a sentence to copy.

Day 14
- Students will: find their spelling words
- Day 14 worksheet
  - They will find the words from Day 13 in a word search puzzle. If they aren’t sure of a word, they can turn back the page to see the words written.
  - There is also a sentence to copy.

Day 15 (scissors)
- Students will: identify the sequence of a story
- Have your child copy the sentence on the Day 15 worksheet page.
- Read the story of Goldilocks and the Three Bears to your child. This was written by Tina Rutherford and is printed with her permission.

Once there was a little girl with long, golden curls. Her name was Goldilocks. She was playing near her home one day when she saw a beautiful bird. When it started to fly away, Goldilocks followed it into the forest. After several minutes, it landed on a perch outside of a cute little cottage. Finding the door slightly ajar, Goldilocks ventured inside.

“Hello?” she called. But no one answered. Based on the picture hanging above the mantle of the fireplace, Goldilocks determined that a family of three bears lived in the cottage.

She looked around the home and noticed a table with three bowls of cobbler on it. “Just a little taste,” she thought to herself. She tasted the first bowl of cobbler, but it was too hot. She tasted the second bowl, but it was too cold. When she tried the third bowl, she found that it was just right. Before she knew it, Goldilocks had eaten it all up!

Moving into the living room, Goldilocks saw three chairs. “I’ll just rest a little before I return home,” she thought. She sat in the first chair, but it was much too big. She sat in the second chair, but it was too small. She sat in the third chair and found it to be just right. When she started to relax, the chair started to groan and before she knew it, the chair had broken to pieces and deposited her on the floor.
Day 104

- Students will: practice spelling, use correct capitalization for the word “I”
- Remind your child that the word I, when referring to yourself, is always capitalized no matter where it is in a sentence.
- Day 104 worksheet
  - They will write the sentences, correcting the letter I.
  - They will find the words in the word search as well.

Day 105

- Students will: identify words that require a capital letter, write spelling words without any visual cues
- Day 105 worksheet
  - Read through the directions with your child to review the capitalization rules.
    - Together think of examples of the name of a person (your child’s name), place (your state), thing (your street name), day (today’s day - like Monday), month (the month you’re in).
    - You can help your child through this worksheet if they are missing things.
  - Read your child the list of spelling words. Repeat them and use them in a sentence to help your child understand what word they are writing.
    - fly, green, bang, fine, give, fast, gone, fill, girl, boy
    - Show your child the correct spelling of any words spelled incorrectly. Make a note of which words they are in the list above. You can use these words again on Day 106.

Day 106 (scissors)

- Students will: create words out of our sound blends, write spelling words without any visual cues
- Day 106 worksheet.
  - Give your child the spelling words for today. Again, don’t give your child any of the letters. Encourage your child to say the word slowly and listen for the sounds. You can repeat the words and give sentences.
    - Use any misspelled words from the other days. You can use this list as well to finish the 15 words.
      - lift, tree, red, flag, fell, will, gave, blew, five, log, first, grow, foot, tree, for
    - Show your child the correct spelling of any word spelled incorrectly. It’s up to you if you want them to practice those.
  - There’s a sentence to copy and an activity on the following page.
Cut out the word parts and let your child make words by pairing up the beginnings and ends of words. There is no final answer. There are many combinations. Your child can make silly words with them too. It’s still a practice in blending together sounds to make words.

Day 107

- Students will: identify which letter will complete a word
- Day 107 worksheet
  - Encourage your child to try all the letters in the blank if they don’t know the answer immediately to see what looks and sounds right.
  - There also is a sentence to copy.

Day 108

- Students will: practice spelling by completing a word search
- Day 108 worksheet
  - Your child will use the list of words to complete the word search.
  - There is a sentence to copy as well.

Day 109

- Students will: edit sentences by correcting words that require a capital letter, practice spelling
- Day 109 worksheet
  - Your child will identify which words need a capital letter. You can remember together that all names need a capital letter, whether it’s the name of a person, place, thing, day, month, etc.
    - You can help your child find any they missed on their own.
  - Play hangman without the hanging man. Just let your child keep guessing until they get it. The word is birthday.

Day 110

- Students will: practice spelling, capitalization, writing sentences with quotation marks and exclamation points
- Day 110 worksheet
  - Ask your child which words in a sentence need to be capitalized.
    - I, first letter, names
  - Your child will find the words that need to be capitalized.
  - There’s a sentence to copy and a spelling list.
o Give your child the words as usual.
  ▪ try, moon, barn, grew, going, stop, farther, help, lock, pit, strike, clock, dogs (There are two more blanks.)
  ▪ Show your child the correct spelling of any incorrectly spelled words.
  ▪ Have your child write correctly those words on the blanks provided or in other space on the page.

Day 111

- Students will: practice the SH blend, be introduced to the concept of nouns
- Introduce the concept of a noun.
  o A noun is a person, place, or thing. Those types of words, words that are people places or things, we call nouns. Here are some nouns: girl, downtown, ball. That was a person, a place, and a thing. They are all nouns. Susan, Philadelphia, and the Pentagon are also a person, a place, and a thing. They are all nouns.
  o Have your child list people, then places, then things, all nouns.

Day 111 worksheet
  o Your child will identify the nouns on the page.
  o If your child is unsure in starting, choose a fish and ask if it’s a person? a place? a thing? and guide them through thinking about each one until they get the hang of it.
  o There are words to copy. Ask your child what all the words have in common.
    ▪ They all begin with SH.
    ▪ Ask your child what sound the SH makes.
      • shhhh

Day 112

- Students will: practice with the SH blend, be introduced to collective, proper, and common nouns
- Day 112 worksheet
  o Use the worksheet to talk about common, proper, and collective nouns.
    ▪ Have your child copy the first line of words and together come up with more common nouns. They are nouns with lowercase letters.
    ▪ Have your child copy the proper nouns. Together come up with other proper nouns, names, nouns that start with a capital letter.
    ▪ Have your child copy the collective nouns. Nouns that describe a group of things: team, traffic, everyone…
  o Then your child will write SH into the blanks. Have your child read all of the words out loud as they write.
  o Make sure they carefully copy the punctuation on the sentence at the bottom of the page.