HABAKKUK EDUCATIONAL MATERIALS READING PROGRAM
(WEEKLY LESSON PLAN FOR READING)

Habakkuk Educational Materials provides everything you need to teach students how to read, and different approaches for teaching reading have been incorporated into the curriculum. Materials are available for teaching phonics, sight words, structural analysis, and more and can be used in accordance with the Habakkuk Educational Materials Reading Program (outlined below) or to supplement any other curriculum for teaching reading.

PHONICS (55-65 min.)

1. **MATERIALS NEEDED: Digital Alphabet Flashcards** (10 min.)

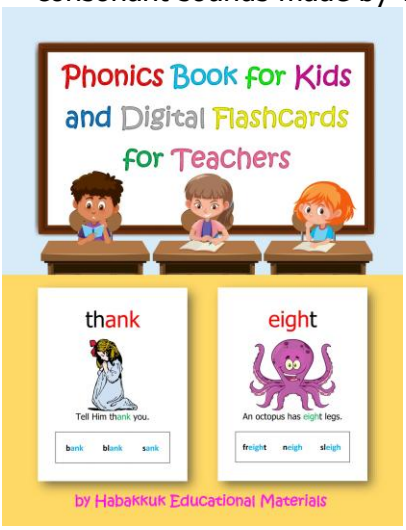
   Objectives: to help children in grades pre-K through third learn the names of the 26 alphabet letters and the sounds most commonly associated with them

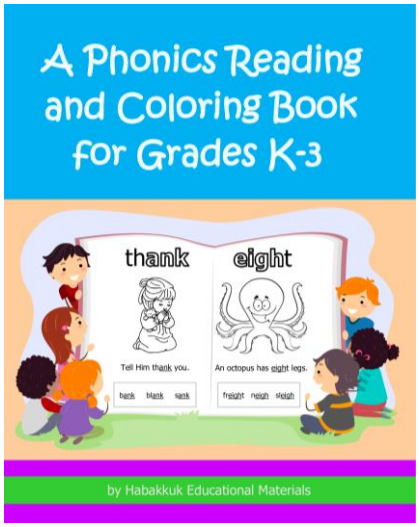
   Directions
   a. As the flashcard showing, for instance, *K k* is displayed, students would repeat after the teacher who names the letter, identifies the sound, and then reads the illustrated word. (If you prefer, you can simply click on the arrow to hear this information in the form of a tune and instruct your students to repeat what is heard.)
   b. Sing the "Short and Long Vowels Song" with students on page 86. Click the arrow to hear the tune.

2. **MATERIALS NEEDED: *Phonics Book for Kids and Digital Flashcards for Teachers*; *A Phonics Reading and Coloring Book for Grades K-3***

   Objectives: To enable beginning readers to successfully read the key words and sentences in the phonics books pictured below; to help children learn the consonant blends, consonant digraphs and trigraphs, diphthongs, *r*-controlled vowels, inflectional endings, common prefixes and suffixes, and many other letters and letter combinations that make a distinct sound; to equip students with the ability to sound out words by recognizing the vowel or consonant sounds made by various letters and letter combinations



eBook



coloring book version

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Directions

a. **Sight Word Sentences (Page 7 in the eBook or page 8 in the coloring book)**
Help students memorize the six sentences on page 7 (or page 8 in the coloring book) and practice pointing to each word in turn as they are recited. After your class has memorized the sentences, you can turn to page 165 in the eBook and show each flashcard in turn as students recite the sentences in unison. (5 min.)

b. **Long Vowel Flashcards (Pages 11-13 in the eBook)**
Read the rules recorded as footnotes. Then call on students to sound out the words. If children have difficulty decoding the words because they are not already familiar with the A-Z alphabet sounds, please note that these sounds can usually be learned within a couple of months or less with the *Digital Alphabet Flashcards* mentioned above. (5 min.)

c. **Phonics Flashcards (Pages 15-163 in the eBook)**
Introduce two new flashcards daily after your review of cards students have already been acquainted with. Once all the flashcards have been introduced, you can spend the rest of the year reviewing. As the flashcard showing, for instance, *sh* is displayed, students would repeat after the teacher who names the colored letters, identifies the sound, and then reads the illustrated word—"*s-h*, /sh/, *sh*op." Any rules recorded as footnotes would also be quoted. (If you prefer, you can simply click on the arrow from your eBook to hear this information and instruct your students to repeat what is said. Approximately 20 minutes are needed to complete all the phonics flashcards when students repeat after the teacher. Eventually, this time will be cut in half as students learn how to review the cards without the teacher's assistance.) (10-20 min.)

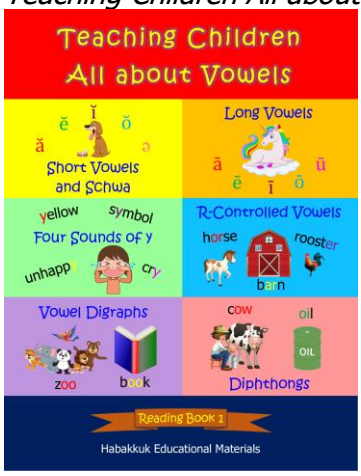
d. After introducing a phonics digital flashcard, let students sound out the example words and read the sentence. (5 min.)

e. Have students spell words with the key sound introduced on the flashcards. These can be recorded in their paperbacks (*A Phonics Reading and Coloring Book for Grades K-3*) in the same box as the other words they just decoded. Another option would be to have them spell the words in their spelling journals or with dry-erase markers on mini whiteboards. You may also want to allow time for each student to read to you the words he/she has spelled and then reward the child with a sticker to add to his/her incentive chart. Students could be coloring their pages or writing the sentence (see *f* below) while waiting for their turn with the teacher.) (10 min.)
Example: Display the *barn* flashcard and ask: "If *a-r* says 'r', can you spell the word *jar? star? yard?*" (This would also be a good opportunity to focus upon penmanship!)

f. Finally, let students copy the sentence or use the key word to write one of their own on the line underneath the sentence in their paperbacks. (5 min.)

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3. **PHONICS WORKSHEETS** in *Teaching Children All about Vowels (Reading Book 1)* and *Teaching Children All about Consonants (Reading Book 2)* (5 min.)





Instructions: Use the worksheets to practice sounding out words. Complete a different worksheet daily.

Short Vowels worksheet

- Short vowels digital worksheet

Long Vowels worksheets

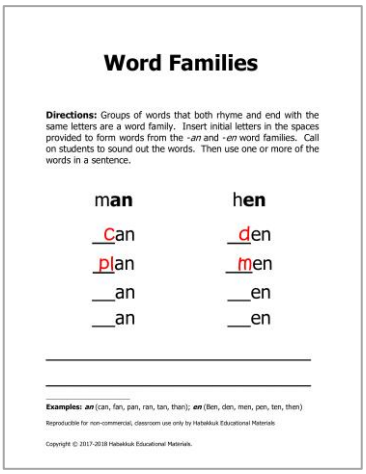
- Vowel sounds changed by a final *e* (e.g., *at*, *ate*)
- Single and Double Vowel Patterns (e.g., *cot*, *coat*)
- *V*, *VC*, *VCC*, *CV*, *CVC*, *CVCC*, *CCV*, *CCVC*, and *CCVCC* Words (e.g., *hi*, *him*)

Additional Worksheets included in *Teaching Children All about Vowels*

- tapping, taping
- tapped, taped

Worksheets included in *Teaching Children All about Consonants*

- littler, littlest, whiten
- Word families *-an* and *-en* digital worksheet


Word Families

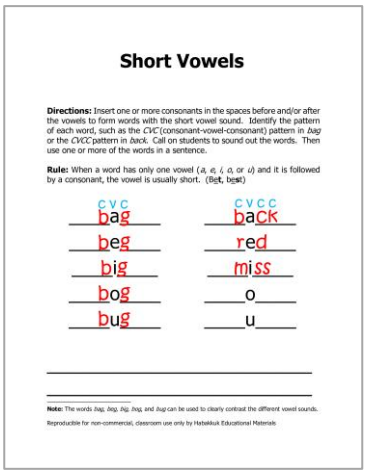
Directions: Groups of words that both rhyme and end with the same letters are a word family. Insert initial letters in the spaces provided to form words from the *-an* and *-en* word families. Call on students to sound out the words. Then use one or more of the words in a sentence.

man	hen
can	den
plan	men
an	en
an	en

Examples: ***an*** (can, fan, pan, ran, tan, than); ***en*** (Ben, den, men, pen, ten, then)

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Short Vowels

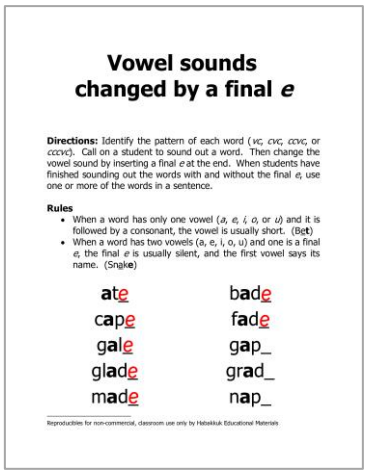
Directions: Insert one or more consonants in the spaces before and/or after the vowels to form words with the short vowel sound. Identify the pattern of each word, such as the *CVC* (consonant-vowel-consonant) pattern in *bag* or the *CVCC* pattern in *back*. Call on students to sound out the words. Then use one or more of the words in a sentence.

Rule: When a word has only one vowel (*a, e, i, o,* or *u*) and it is followed by a consonant, the vowel is usually short. (Bet, best)

CVC	CVCC
bag	back
beg	red
big	miss
bog	o
bug	u

Note: The words *bag, beg, big, bog,* and *bug* can be used to clearly contrast the different vowel sounds.

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Vowel sounds changed by a final *e*

Directions: Identify the pattern of each word (*vc, cvc, ccvc,* or *cccvc*). Call on a student to sound out a word. Then change the vowel sound by inserting a final *e* at the end. When students have finished sounding out the words with and without the final *e*, use one or more of the words in a sentence.

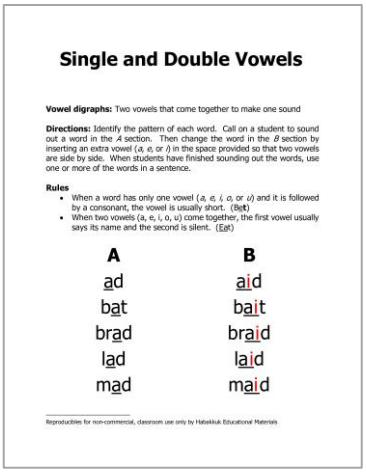
Rules

- When a word has only one vowel (*a, e, i, o,* or *u*) and it is followed by a consonant, the vowel is usually short. (Bet)
- When a word has two vowels (a, e, i, o, u) and one is a final *e*, the final *e* is usually silent, and the first vowel says its name. (Snake)

ate	bade
cape	fade
gale	gap_
glade	grad_
made	nap_

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Single and Double Vowels

Vowel digraphs: Two vowels that come together to make one sound

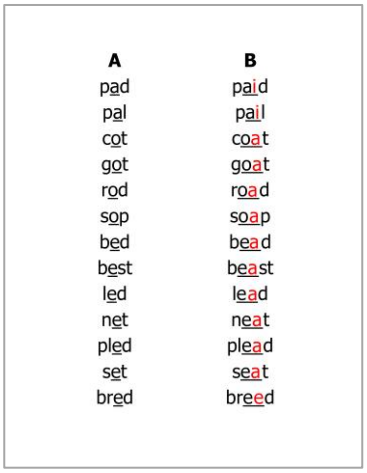
Directions: Identify the pattern of each word. Call on a student to sound out a word in the *A* section. Then change the word in the *B* section by inserting an extra vowel (*a, e, o* or *i*) in the space provided so that two vowels are side by side. When students have finished sounding out the words, use one or more of the words in a sentence.

Rules

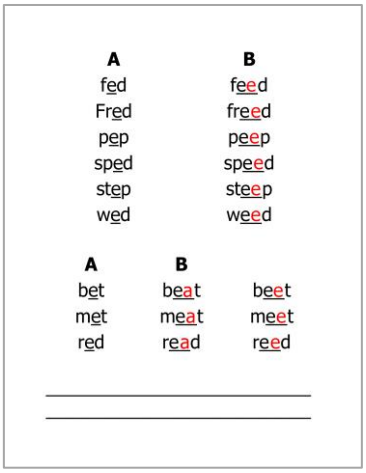
- When a word has only one vowel (*a, e, i, o,* or *u*) and it is followed by a consonant, the vowel is usually short. (Bet)
- When two vowels (a, e, i, o, u) come together, the first vowel usually says its name and the second is silent. (Eat)

A	B
ad	aid
bat	bait
brad	braid
lad	laid
mad	maid

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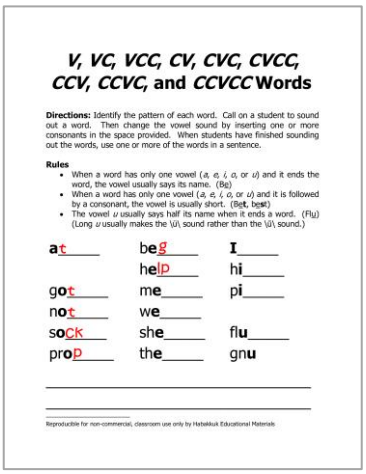


A	B
pad	paid
pal	pail
cot	coat
got	goat
rod	road
sop	soap
bed	bead
best	beast
led	lead
net	neat
pled	plead
set	seat
bred	breed



A	B
fed	feed
Fred	freed
pep	peep
sped	speed
step	steep
wed	weed

A	B	
bet	beat	beet
met	meat	meet
red	read	reed



V, VC, VCC, CV, CVC, CVCC, CCV, CCVC, and *CCVCC* Words

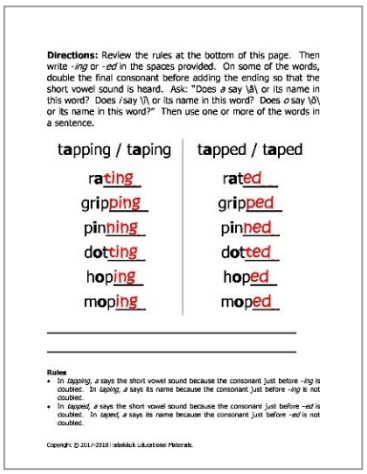
Directions: Identify the pattern of each word. Call on a student to sound out a word. Then change the vowel sound by inserting one or more consonants in the space provided. When students have finished sounding out the words, use one or more of the words in a sentence.

Rules

- When a word has only one vowel (*a, e, i, o,* or *u*) and it ends the word, the vowel usually says its name. (Be)
- When a word has only one vowel (*a, e, i, o,* or *u*) and it is followed by a consonant, the vowel is usually short. (Bet, best)
- The vowel *u* usually says half its name when it ends a word. (Flu) (Long *u* usually makes the \ū\ sound rather than the \ü\ sound.)

at	beg	I
	help	hi
got	me	pi
not	we	
sock	she	flu
prop	the	gnu

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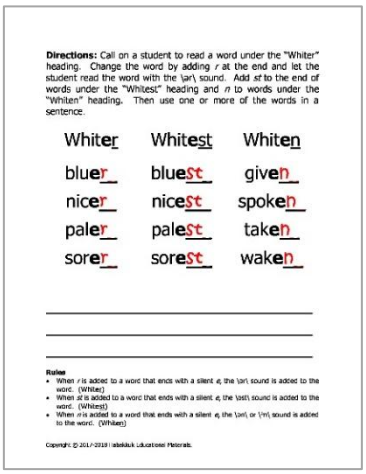
Directions: Review the rules at the bottom of this page. Then write *-ing* or *-ed* in the spaces provided. On some of the words, double the final consonant before adding the ending so that the short vowel sound is heard. Ask: "Does *a* say \ă\ or its name in this word? Does *i* say \ĭ\ or its name in this word? Does *o* say \ŏ\ or its name in this word?" Then use one or more of the words in a sentence.

tapping / taping	tapped / taped
rating	rated
gripping	gripped
pinning	pinned
dotting	dotted
hoping	hoped
moping	moped

Rules

- In *tapping*, *a* says the short vowel sound because the consonant just before *-ing* is doubled. In *taping*, *a* says its name because the consonant just before *-ing* is not doubled.
- In *tapped*, *a* says the short vowel sound because the consonant just before *-ed* is doubled. In *taped*, *a* says its name because the consonant just before *-ed* is not doubled.

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Directions: Call on a student to read a word under the "Whiter" heading. Change the word by adding *r* at the end and let the student read the word with the \ər\ sound. Add *st* to the end of words under the "Whitest" heading and *n* to words under the "Whiten" heading. Then use one or more of the words in a sentence.

Whiter	Whitest	Whiten
bluer	bluest	given
nicer	nicest	spoken
paler	palest	taken
sorer	sorest	waken

Rules

- When *r* is added to a word that ends with a silent *e*, the \ər\ sound is added to the word. (Whites)
- When *st* is added to a word that ends with a silent *e*, the \əst\ sound is added to the word. (Whitest)
- When *n* is added to a word that ends with a silent *e*, the \ən\ or \ᵊn\ sound is added to the word. (Whites)

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SIGHT WORDS (20 minutes)

1. **MATERIALS NEEDED:** ***Using the Whole-Word Approach to Learn Over 450 Sight Words***

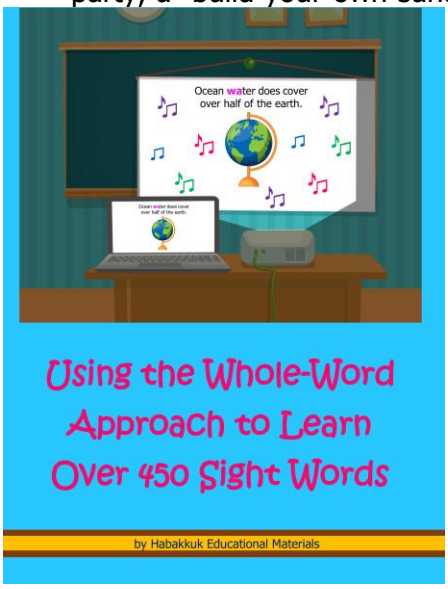
   Objectives: to help students learn, within a year or less, over 450 sight words taught in prekindergarten through third grade

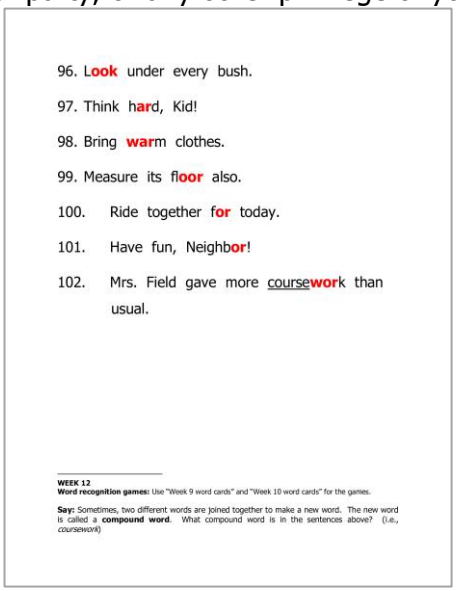
   Instructions

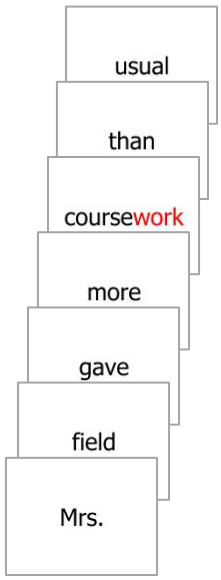
   a. **List of sentences:** Five to eleven sentences are memorized weekly the first 13 weeks of school, and a tune is available to assist students with their memorization. (If you played the song once or twice daily during cleanup time, many students will have all 109 sentences memorized within a couple of months or less.) Recite recently memorized sentences in unison as the teacher points to each word in turn. Note that the final four words that are taught with the sight word sentences do not actually form a sentence. Rather, these are a list of homographs that students practice giving both pronunciations of each word to (see below).
   live [lĭv], [līv] **read** [rĕd], [rēd] **use** [yüs], [yüz] **wind** [wind], [wind]

   b. Have students record the new sentences in their writing journals (emphasize good penmanship) and discuss the phonetic "secrets" in the sentences (the colored letters) and any compound words (like *coursework* in the example sentences below). Note that these phonetic secrets are also taught with *Phonics Book for Kids and Digital Flashcards for Teachers*. The sight word sentences are also included in the paperback version of *Using Phonics to Learn Over 450 Sight Words*, sold separately.

   c. **Digital Flashcards:** Recite previously memorized sentences in unison as the teacher shows flashcards in order of the sentences. (During this activity, students will sometimes recite a word from memory before it is displayed. To help prevent this from happening, have available several pennies or other small objects and a see-through cup. Then put one penny in the cup each time a word is said prior to being shown. If you have any pennies left over, attach a monthly symbol to the wall, such as a pumpkin for October or a turkey for November. After 100 symbols have been earned, treat your class to a pizza party, a "build-your-own-sundae" party, or any other privilege of your choice.)







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WORD RECOGNITION GAMES TO LEARN SIGHT WORDS AND WORD RECOGNITION TESTS (20 minutes)

1. **MATERIALS NEEDED:** ***Using the Whole-Word Approach to Learn Over 450 Sight Words***

Instructions

a. **Word Recognition Games:** Students play word recognition games to help them learn the sight words. Have incentive stickers available to award to students when they identify the underlined phonetic "secrets" in words during the games, such as the long *e* sound of *ea* in *eat*. A star symbol has been placed on the bottom, left-hand corner of homograph (heteronym) bingo and word cards (i.e., ***live***, ***read***, ***use***, ***wind***) and a smiley face on word cards that have more than one common pronunciation (i.e., ***a*** [/*ŭ*/ *or* /*ā*/ sound], ***an***, ***our***, ***the***, ***their***), and students should earn double stickers for giving both pronunciations of these words during word recognition games. Stickers can also be awarded to the winner of games.

Note that ideas for word recognition games, as well as a link to where the word and bingo cards can be printed for free, comes with *Using the Whole-Word Approach to Learn Over 450 Sight Words*. (The footnotes provided with each week's list of sight word sentences specifies which word or bingo cards need to be printed for the word recognition games as well as what weeks word recognition tests need to be administered.)

b. Word recognition test (Follow the schedule on the list of sight word sentences to know when to administer each of the three word recognition tests. A link to the tests comes with *Using the Whole-Word Approach to Learn Over 450 Sight Words*.)

chocolate	bath	our ☺	find
goes	tomorrow	wish	will
good	three	hot	island
anger	night	open	long

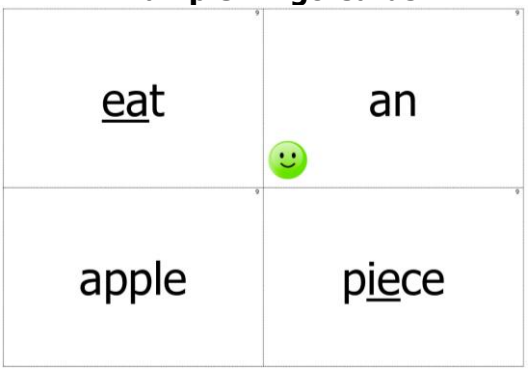
Week: 5

Example Bingo Cards

care	women	because	cared
littlest	stomach	her	far
did	nation	baby	ate
wash	grand	read ★	certain

Week: 13

Example Bingo Cards



Example Flashcards for Word Recognition Games



Example Flashcards for Word Recognition Games

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LANGUAGE, APOSTROPHE *S*, AND PLURALS (20 min.)

1. **MATERIALS NEEDED:**
   - ***Teaching Kids about Homophones and Homographs***
   - ***Teaching Kids about Apostrophe "s" in Possessives***
   - ***Teaching Children about Plurals, Inflectional Endings, Prefixes, Suffixes, Compound Words and More***
   - ***Teaching Kids about Plurals, Antonyms, Synonyms, and More*** (A free PDF download of these flashcards is available on the Habakkuk Educational Materials website. From the "Free Teaching Materials" page, click on "Singular and Plural Words" to locate this resource.)

   Objectives: to teach children about homophones, homographs (heteronyms), possessive *s*, plurals, antonyms, synonyms, acronyms, and similes, while also helping them to learn words from *Bible History for Children and Youth: Text and Study Guide* that are not classified as sight words and that cannot be easily sounded out

   Directions: Complete *a* on Monday, *b* on Tuesday, *c* on Wednesday, and *d* on Thursday.

   a. **Review the pages of *Teaching Kids about Homophones and Homographs: reproducible worksheets included* and complete one of the worksheets listed below.**
      - Homonyms (Homophones)
      - More Homonyms
      - Homographs (Heteronyms)

   b. ***TEACHING KIDS ABOUT APOSTROPHE "S" IN POSSESSIVES* digital flashcards** (Instructions: The teacher reads the words at the top of the page, leaving out the apostrophe *s* sound. On the first page, for example, the teacher would say "Aaron bowl." Children then repeat the same words with the apostrophe *s* added—"Aaron's bowl." Review all the possessives at the top and bottom of pages. Then read the rhyming sentences on several pages where the names with the apostrophe *s* are used in context.)

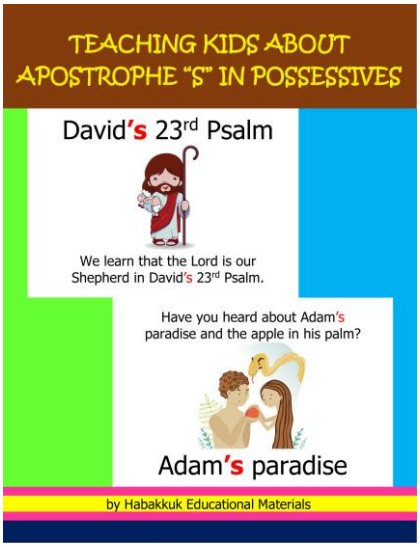
   c. **Review Set 1 of *Teaching Kids about Plurals, Antonyms, Synonyms and More* and complete one of the worksheets listed under *d* below.** (Note that the plurals worksheets are from pages 14-16 and 18-19 in *Teaching Children about Plurals, Inflectional Endings, Prefixes, Suffixes, Compound Words and More*.)

   d. **Review Set 2 of *Teaching Kids about Plurals, Antonyms, Synonyms and More* and complete one of the worksheets listed below.** (Note that the plurals worksheets are from pages 14-16 and 18-19 in *Teaching Children about Plurals, Inflectional Endings, Prefixes, Suffixes, Compound Words and More*.)
      - Plurals of nouns that end with *s*, *sh*, *x*, *z*, and other letters
      - Plurals of nouns that end with *ch* and *o*
      - Plurals of nouns that end with *f*, *fe*, and *ff*
      - Plurals formed without adding *-s* or *-es*



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Name: _____

Homonyms (Homophones)

Directions: Homophone words sound alike, but they're spelled differently and have different meanings. (The word *phone* in *homophone* could help you to remember that homophone words sound alike.) Homophone words are a type of homonym that are not spelled alike, such as *four* and *for*. Fill in each blank with a homophone word that makes sense in the context of the sentence.

accept: agree to receive **except:** other than	**flour:** a powder used for baked goods **flower:** a part of a plant
four: *Four* is referring to a number. **for:** *For* is not referring to a number.	**meat:** a food **meet:** to come to know a person or to get together with them

1. Please _____ this gift. (accept, except)

   We ate all the pizza _____ for one slice. (accept, except)

2. The recipe calls for _____. (flour, flower)

   The _____ smells pretty. (flour, flower)

3. This invitation is _____ you. (four, for)

   I made _____ new friends at school today. (four, for)

4. Please take the _____ out of the freezer. (meat, meet)

   Did you _____ the new student? (meat, meet)

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Name: _____

Homonyms

Directions: Some **homonym** words sound alike and are spelled alike, but they have different meanings, like *hard* (not easy) and *hard* (not soft). Circle the meaning of the underlined word.

1. Pull up the **anchor** so we can move to a different fishing spot.
   a tool to hold a boat in place / a person who reports the news on TV

   My favorite news station has a new **anchor**.
   a tool to hold a boat in place / a person who reports the news on TV

2. We are towing our **caravan** to the lake.
   a trailer / a group of merchants traveling together through the desert

   Joseph's brothers saw a **caravan** of merchants coming.
   a trailer / a group of merchants traveling together through the desert

3. The **court** found them guilty of all charges.
   a place where justice is meant to be served / an area where sports like tennis and basketball are played

   The kids are shooting baskets on the **court**.
   a place where justice is meant to be served / an area where sports like tennis and basketball are played

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Name: _____

Homographs (Heteronyms)

Directions: Homograph words are spelled alike, they may or may not sound alike, and they have different meanings. (The word *graph* in *homograph* could help you to remember that homograph words are spelled alike.) **Heteronym words** are a type of homograph that do not sound alike, such as \wind\ and \wind\. Circle the meaning of the underlined word.

1. Take a **bow** after your performance.
   to bend the body / to form a knot with two loops and two ends hanging down

   Tie the ribbon in a **bow**.
   to bend the body / to form a knot with two loops and two ends hanging down

2. I wouldn't want to live in the **desert**.
   to abandon / a dry and hot place

   Never **desert** a friend.
   to abandon / a dry and hot place

3. The **dove** is flying back.
   the past tense of *dive* / a type of bird

   He **dove** off the boat.
   the past tense of *dive* / a type of bird

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Name: _____

Plurals of nouns that end with *s, sh, x, z,* and other letters

Directions: If a singular noun ends with *s, sh, x* or *z*, add ***-es*** to form the plural. If it ends with another letter, just add ***-s*** to make it mean more than one. Circle the three words that are spelled the same in the singular and plural. Then use the singular and plural form of one of the words in a sentence.

arm**s**	bus**es**	box**es**
car**s**	bu**sh**es	barn**s**
door**s**	ta**x**es	glass__
orange**s**	buz**z**es	dish__
deer	moose	sheep

_____

_____

_____

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Name: _____

Plurals of nouns that end with *ch* and *o*

Directions: If a noun ends with a "hard" *ch* (a /k/ sound), add ***-s*** to form the plural. If it ends with a "soft" *ch* (the sound heard in *to**uch***), add ***-es*** to make it mean more than one.

To form plurals of nouns that end with *o*, sometimes you add ***-es***, while other times you just add ***-s***. On this page, add ***-s*** if the *o* is preceded by a vowel (*a, e, i, o,* or *u*) and ***-es*** if it is preceded by a consonant. Then use the singular and plural form of one or more of the words in a sentence.

epoch**s**	echo**es**	beach**es**
monarch**s**	potato**es**	stereo**s**
patriarch**s**	tomato**es**	peach___
bench**es**	patio**s**	video___
church**es**	portfolio**s**	hero___
coach**es**	radio**s**	stomach___

_____

_____

_____

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Name: _____

Plurals of nouns that end with *f, fe,* and *ff*

Directions: Change the final *f, fe,* or *ff* of each noun in the *Plural* column to ***v*** before adding *-es* to form the plural. Then use the singular and plural form of one of the words in a sentence. ***shelf*** *shelfves* *shelves*

Singular	Plural ***-es***	Singular	Plural ***-es***
calf	calves	**shelf**	shelves
elf	elves	**thief**	thieves
half	halves	**wolf**	wolves
leaf	leaves	**knife**	knives
loaf	loaf__	**life**	life__
scarf	scarf__	**wife**	wife__
self	self__	**staff**	staff__

_____

_____

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *f, fe,* or *ff* before beginning. Students could use pencils to insert the missing letters on their worksheets and then erase them when forming the plurals.

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Name: _____

Plurals formed without adding *-s* or *-es*

Directions: Fill in each blank with the singular or plural form of the given noun that makes sense in the context of the sentence.

1. **This** _____ **has** a tractor. (man, men)
   These _____ **have** tractors. (man, men)
2. The _____ **helps**. (child, children)
   The _____ **help**. (child, children)
3. My _____ **are** sore. (foot, feet)
   My _____ **is** sore. (foot, feet)
4. **That** _____ **was** screaming. (woman, women)
   She saw some _____. (mouse, mice)

   Those _____ **were** screaming. (woman, women)
   They saw a _____. (mouse, mice)

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Name: _____

Antonyms

Directions: An **antonym** is a word that means the opposite of another word (e.g., *hard* and *easy*). Write the antonym of each underlined word in the space provided.

Word list: after, awake, different, dirty, end, front, girl, hot, little, never, open, top, worst

1. What is the antonym of before? _____
2. The twins are so alike. _____
3. I always walk my dog. _____
4. Dad is asleep. _____
5. Sit in back. _____
6. I had the best day ever! _____
7. We have a big dog. _____
8. Set it on the bottom shelf. _____
9. We have a new boy in our class. _____
10. These clothes are clean. _____
11. Please close the door. _____
12. It's too cold to play outside. _____
13. What is the antonym of beginning? _____

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Name: _____

Synonyms

Directions: In the space provided, write a word from the list that has the same meaning as the underlined word. Use context clues to help you.

Word list: disciples, guarantee, opposites, tomb, trough

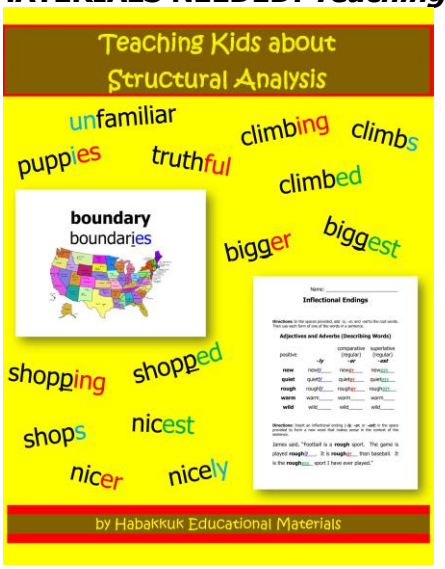
1. Happy and sad are antonyms.
   _____
2. The apostles were followers of Jesus.
   _____
3. Baby Jesus was laid in a manger.
   _____
4. Jesus' body was placed in a sepulcher.
   _____
5. Jesus gave us His assurance that He would be back.
   _____

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STRUCTURAL ANALYSIS (20 min.)

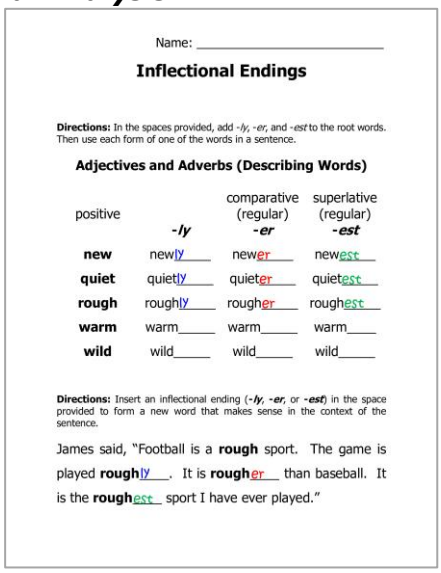
1. **MATERIALS NEEDED:** ***Teaching Kids about Structural Analysis***



eBook



Example Flash-cards

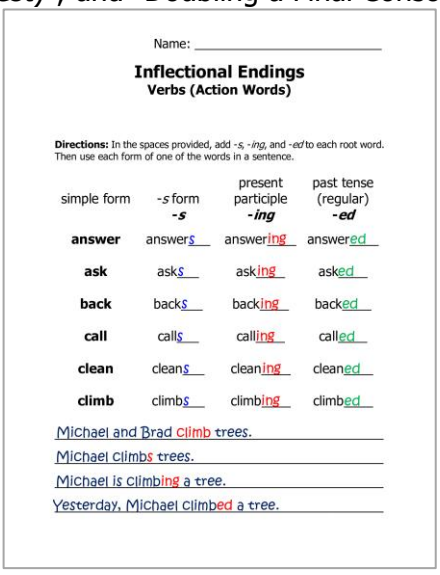


Example Worksheet

Objectives: to teach children about structural analysis while also helping them to learn words from *Bible History for Children and Youth: Text and Study Guide* that are not classified as sight words and that cannot be easily sounded out

Directions: Complete *a* on Monday, *b* Tuesday, *c* Wednesday, *d* Thursday, and *e* Friday.

a. **Review the flashcards listed below from *Teaching Kids about Structural Analysis* and complete a corresponding worksheet at the end of the book.**
   - Compound Words Digital Flashcards (Open, Closed, Hyphenated)
   - Inflectional Endings Digital Flashcards (*-s* or *-es*, *-ing*, *-ed*)
   - Doubling a Final Consonant Digital Flashcards (*-s*, *-ing*, *-ed*)
   - **Worksheets:** "Inflectional Endings (*-s*, *-es*, *-ing*, *-ed*)"; "Inflectional Endings (*-ly*, *-er*, *-est*)"; and "Doubling a Final Consonant (*-s*, *-ing*, *-ed*)"

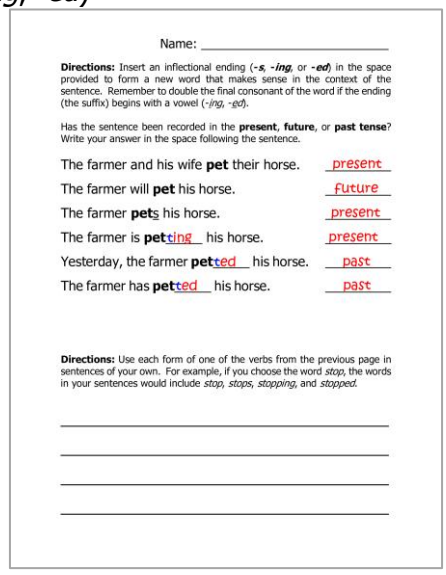

Name:

Inflectional Endings
Verbs (Action Words)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	*-s* form *-s*	present participle *-ing*	past tense (regular) *-ed*
answer	answers	answering	answered
ask	asks	asking	asked
back	backs	backing	backed
call	calls	calling	called
clean	cleans	cleaning	cleaned
climb	climbs	climbing	climbed

Michael and Brad climb trees.
Michael climbs trees.
Michael is climbing a tree.
Yesterday, Michael climbed a tree.


Name:

Directions: Insert an inflectional ending (**-s**, **-ing**, or **-ed**) in the space provided to form a new word that makes sense in the context of the sentence. Remember to double the final consonant of the word if the ending (the suffix) begins with a vowel (*-ing*, *-ed*).

Has the sentence been recorded in the **present**, **future**, or **past tense**? Write your answer in the space following the sentence.

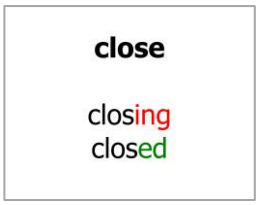
The farmer and his wife **pet** their horse. present
The farmer will **pet** his horse. future
The farmer **pet**s his horse. present
The farmer is **pet**ting his horse. present
Yesterday, the farmer **pet**ted his horse. past
The farmer has **pet**ted his horse. past

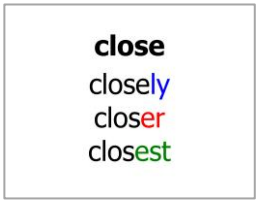
Directions: Use each form of one of the verbs from the previous page in sentences of your own. For example, if you choose the word *stop*, the words in your sentences would include *stop*, *stops*, *stopping*, and *stopped*.

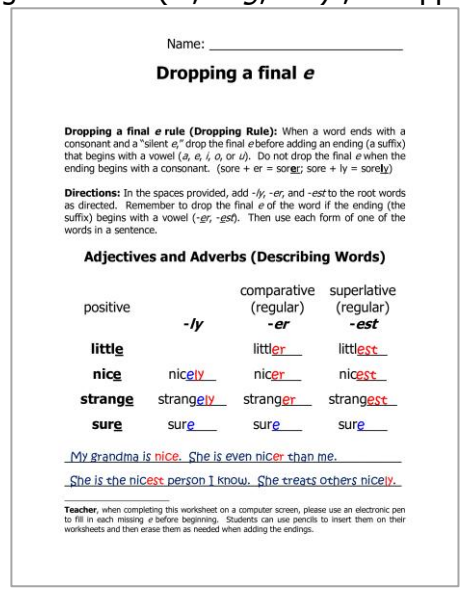
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b. **Review the flashcards listed below from *Teaching Kids about Structural Analysis* and complete a corresponding worksheet at the end of the book.**
   - Dropping a final *e* digital flashcards, Set 1 (*-s*, *-ing*, *-ed*)

c. **Review the flashcards listed below from *Teaching Kids about Structural Analysis* and complete a corresponding worksheet at the end of the book.**
   - Dropping a final *e* digital flashcards (Set 2) (*-s*, *-ing*, *-ed*, *-ly*, *-er*, *-est*, *-y*)
   - **Worksheets:** "Dropping a final *e* " (*-s*, *-ing*, *-ed*)"; "Dropping a final *e* (*-ly*, *-er*, *-est*)"







Name: _____

Dropping a final *e*

Dropping a final *e* rule (Dropping Rule): When a word ends with a consonant and a "silent *e*," drop the final *e* before adding an ending (a suffix) that begins with a vowel (*a, e, i, o,* or *u*). Do not drop the final *e* when the ending begins with a consonant. (sore + er = sore**r**; sore + ly = sore**l**y)

Directions: In the spaces provided, add *-ly*, *-er*, and *-est* to the root words as directed. Remember to drop the final *e* of the word if the ending (the suffix) begins with a vowel (*-er*, *-est*). Then use each form of one of the words in a sentence.

Adjectives and Adverbs (Describing Words)

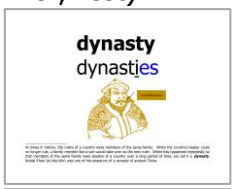
positive	*-ly*	comparative (regular) *-er*	superlative (regular) *-est*
little		littler	littlest
nice	nicely	nicer	nicest
strange	strangely	stranger	strangest
sure	sure	sure	sure

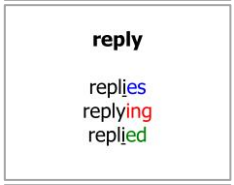
My grandma is nice. She is even nicer than me.

She is the nicest person I know. She treats others nicely.

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *e* before beginning. Students can use pencils to insert them on their worksheets and then erase them as needed when adding the endings.

d. **Review the flashcards listed below from *Teaching Kids about Structural Analysis* and complete a corresponding worksheet at the end of the book.**
   - More *-y* and *-ly* flashcards
   - Changing a final *y* to *i* digital flashcards (*-es*, *-ing*, *-ed*, *-ly*, *-er*, *-est*, *-ness*)
   - **Worksheets:** "Changing a final *y* to *i* " (*-es*, *-ing*, *-ed*)"; "Changing a final *y* to *i* (*-ly*, *-er*, *-est*)"









Name: _____

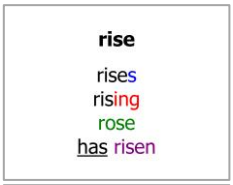
Changing a final *y* to *i*

Directions: In the spaces provided, add *-es*, *-ing*, and *-ed* to each root word. Remember that the final *y* of the word is changed to ***i*** unless the ending (the suffix) begins with an *i* (*-ing*). Then use each form of one of the words in a sentence.

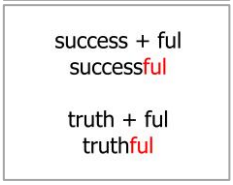
Verbs (Action Words)

simple form	*-s* form *-es*	present participle *-ing*	past tense (regular) *-ed*
baby	babies	babying	babied
carry	carries	carrying	carried
cry	cries	crying	cried
hurry	hurry	hurry	hurry
try	try	try	try

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *y* before beginning. Students can use pencils to insert them on their worksheets and then erase them as needed when adding the endings.







e. **Review the following flashcards from *Teaching Kids about Structural Analysis*:**
   - Irregular Verbs
   - Prefixes Flashcards; Suffixes Flashcards

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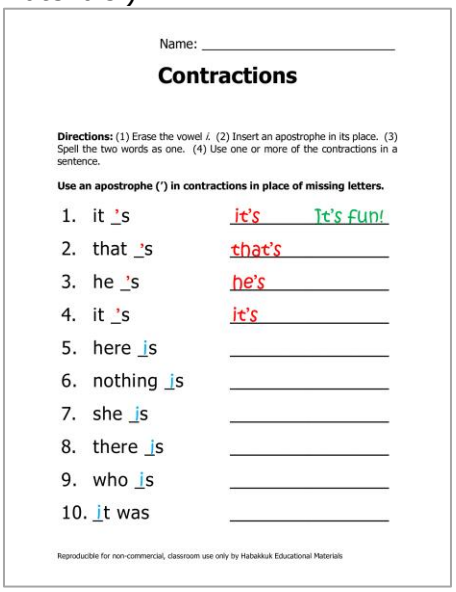
CONTRACTIONS WORKSHEETS AND STRUCTURAL ANALYSIS CHARTS (10 min.)

1. **MATERIALS NEEDED: Contractions" worksheets; "Plurals of Nouns" chart; "Inflectional Endings" chart**

   Objectives: to teach children about contractions, plurals, and inflectional endings while also helping them to learn words from *Bible History for Children and Youth: Text and Study Guide* that are not classified as sight words and that cannot be easily sounded out

   Directions: Complete *a* on Monday, *b* on Tuesday, and *c* on Wednesday.

   a. "Contractions" worksheets (These are available in *Teaching Children about Capitalization, Punctuation, Apostrophe s, and Contractions: Language Book 2*, by Habakkuk Educational Materials.)



Name: _____

Contractions

Directions: (1) Erase the vowel *i*. (2) Insert an apostrophe in its place. (3) Spell the two words as one. (4) Use one or more of the contractions in a sentence.

Use an apostrophe (') in contractions in place of missing letters.

1.	it _'s	it's It's fun!
2.	that _'s	that's
3.	he _'s	he's
4.	it _'s	it's
5.	here _is	
6.	nothing _is	
7.	she _is	
8.	there _is	
9.	who _is	
10.	_it was	

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   b. "Plurals of Nouns" (Pieces for assembling the chart are available on the "Free Teaching Materials" page of the Habakkuk Educational Materials website. See the illustration and directions on the next page.)

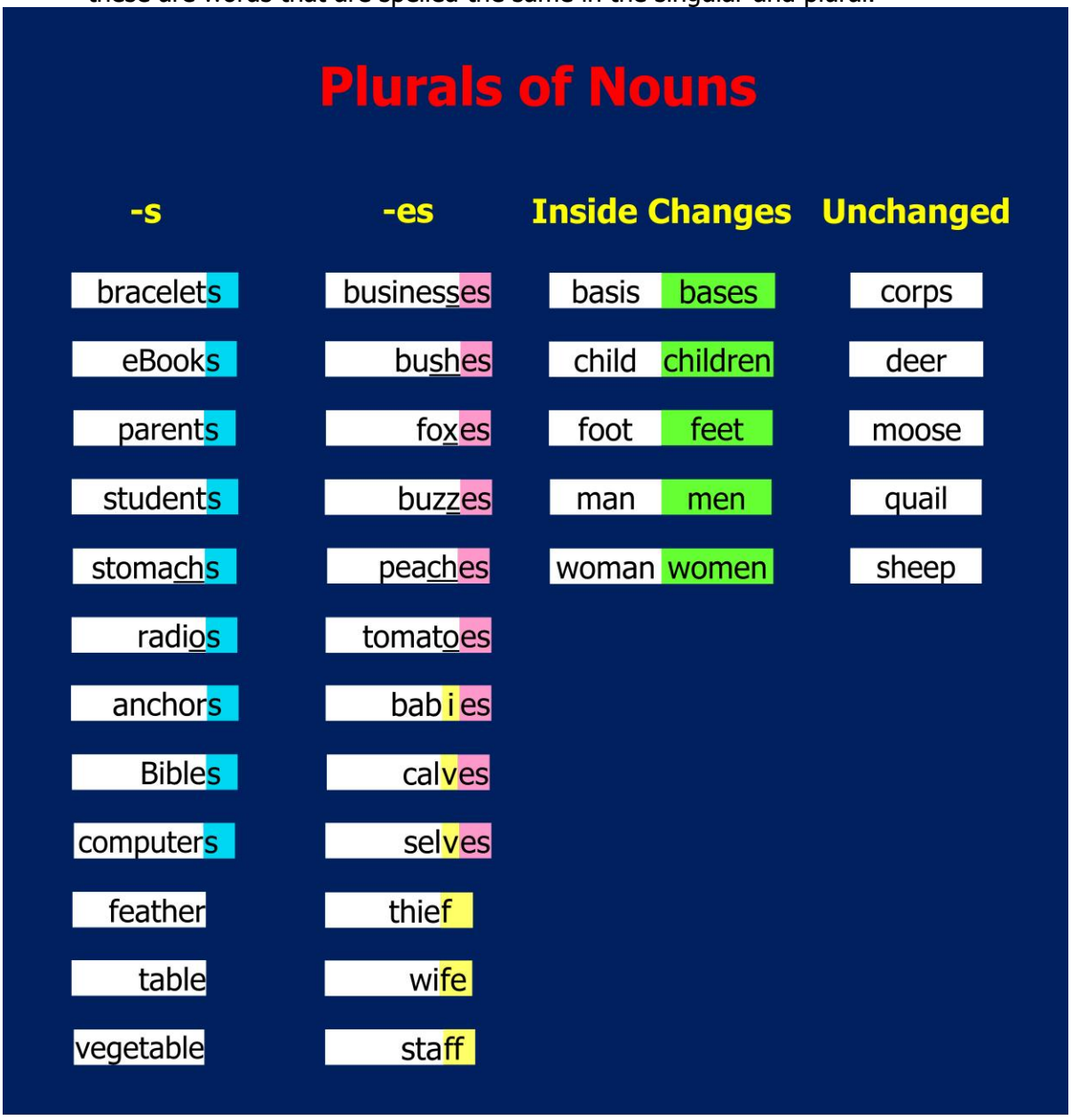
   c. "Inflectional Endings" chart (Pieces for assembling the chart are available on the "Free Teaching Materials" page of the Habakkuk Educational Materials website. See the illustration and directions on page 13.)

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PLURALS OF NOUNS CHART

Directions: A student can be given a word card, determine how the plural is formed, and use the chart to categorize it appropriately.

1. Students add a final *-s* to form the plural of nouns under the ***-s*** heading.
2. Students practice adding *-es* to form the plural of nouns that end with *s*, *sh*, *x*, *z*, a soft *ch*, and, on this chart, an *o* that is preceded by a consonant.
3. Students practice changing a final *f*, *fe*, and *ff* to *v* and a final *y* to *i* before adding *-es* to form the plural.
4. Students match the plural cards that were formed by inside changes with the singular form.
5. Have students read the words under the "Unchanged" heading and explain to them that these are words that are spelled the same in the singular and plural.

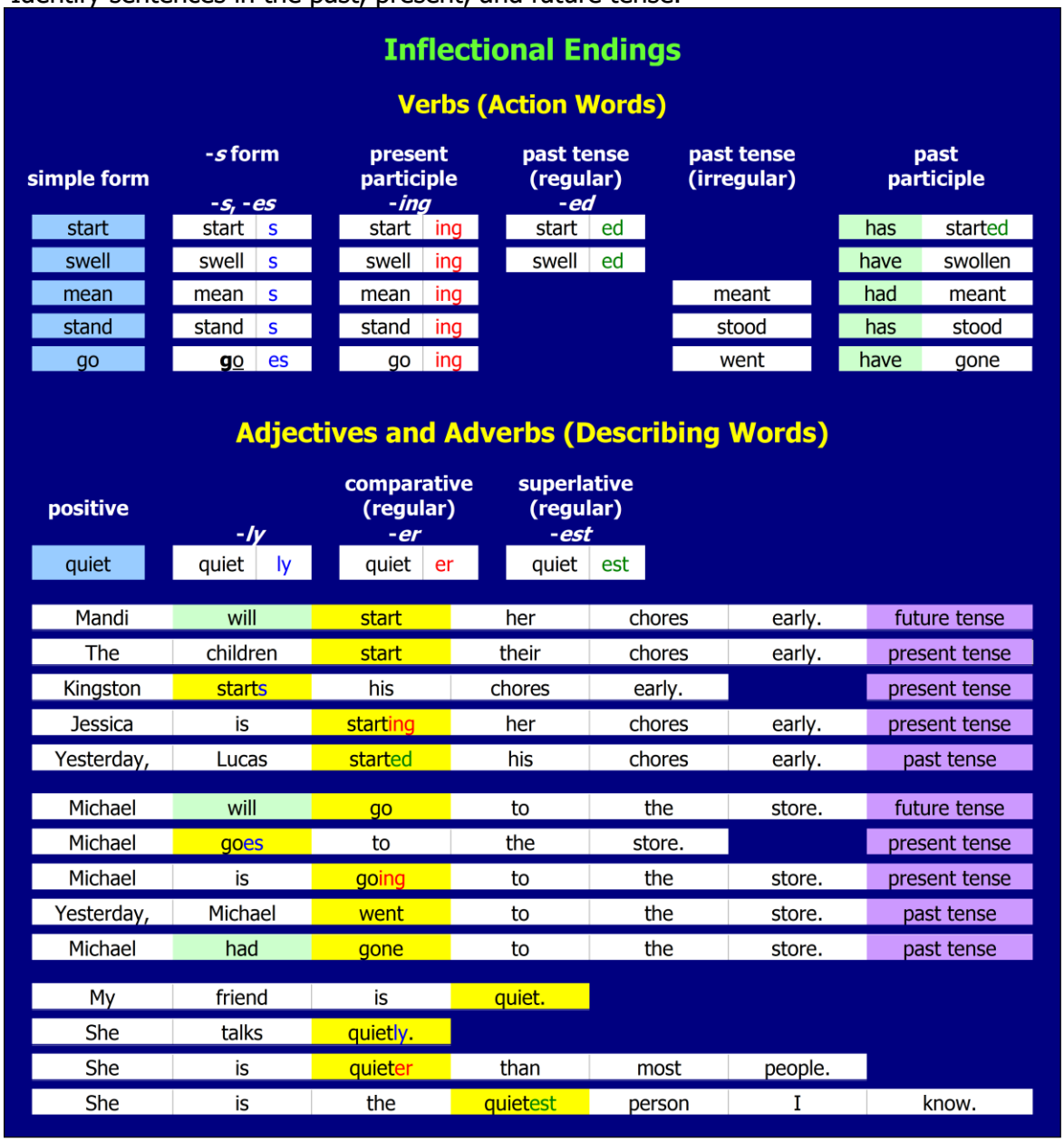


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INFLECTIONAL ENDINGS CHART

Directions

1. Add inflectional endings to words.
   After adding the endings *-ly*, *-er*, and *-est* to adjectives and adverbs, give clues like those listed below and let students identify the form of the word you are referring to:
   - In a quiet manner/way **(quiet<u>ly</u>)**
   - Is more quiet than her brother **(quiet<u>er</u>)**
   - Quieter than all others **(quiet<u>est</u>)**
2. Identify the different forms of verbs (action words) and adjectives and adverbs (describing words).
3. Read the sentences and insert the correct form of the verb or adjective or adverb.
4. Identify sentences in the past, present, and future tense.



Inflectional Endings

Verbs (Action Words)

simple form	*-s* form *-s, -es*	present participle *-ing*	past tense (regular) *-ed*	past tense (irregular)	past participle
start	start + s	start + ing	start + ed		has + started
swell	swell + s	swell + ing	swell + ed		have + swollen
mean	mean + s	mean + ing		meant	had + meant
stand	stand + s	stand + ing		stood	has + stood
go	**g**o + es	go + ing		went	have + gone

Adjectives and Adverbs (Describing Words)

positive	*-ly*	comparative (regular) *-er*	superlative (regular) *-est*
quiet	quiet + ly	quiet + er	quiet + est

Mandi	will	start	her	chores	early.	future tense
The	children	start	their	chores	early.	present tense
Kingston	starts	his	chores	early.		present tense
Jessica	is	starting	her	chores	early.	present tense
Yesterday,	Lucas	started	his	chores	early.	past tense
Michael	will	go	to	the	store.	future tense
Michael	goes	to	the	store.		present tense
Michael	is	going	to	the	store.	present tense
Yesterday,	Michael	went	to	the	store.	past tense
Michael	had	gone	to	the	store.	past tense
My	friend	is	quiet.			
She	talks	quietly.				
She	is	quieter	than	most	people.	
She	is	the	quietest	person	I	know.

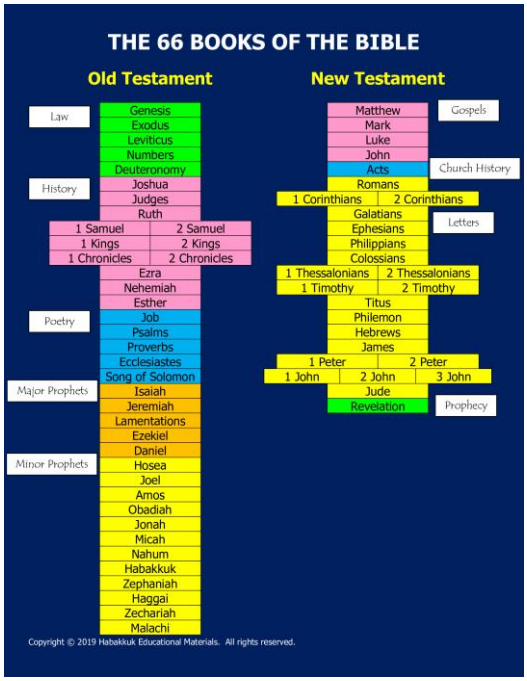
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ADDITIONAL ACTIVITIES (10 min.)

1. "THE 66 BOOKS OF THE BIBLE" CHART AND SONG

Objectives: to help students memorize the order of the 66 Books of the Bible and to enable them to quickly recognize the many Bible names and references they will encounter while reading *Bible History for Children and Youth: Text and Study Guide*

Instructions: These resources are available free of charge by visiting the Habakkuk Educational Materials website at https://www.habakkuk.net/. Play the video regularly to help students learn "The 66 Books of the Bible" song.



2. HUNDREDS CHART

Objectives: to teach students to count to 100 and to be able to identify the numbers in reading materials

Instructions: A hundreds chart that can be printed or viewed from a computer screen is available at the end of this file. Point to each number in turn as students name them. Note that it is easier for students to learn to count to 100 if they are first taught how to count by tens.

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PHONICS AND SIGHT WORDS (20 min.)

1. **MATERIALS NEEDED:** ***Using Phonics to Learn Over 450 Sight Words***

Objectives: to help students learn, within a year or less, over 450 sight words taught in prekindergarten through third grade while also developing their ability to decode words and familiarizing them with common spelling patterns of vowel sounds (Please note that familiarity with the *A-Z* alphabet sounds is a prerequisite to decoding the words.)

Directions for using the paperback with 1-2 students: Begin by reviewing the consonant sounds on pages 9-12 (see the directions on page 8). Set a timer for 20 minutes. When sounding out the words on pages 14-40, first tell students what sound is made by the colored letter(s) on the page and remind them of this as frequently as is necessary. (From your eBook, you can click on the ear icon to hear the sound.)

Always begin with the first word on page 14, which is *body*, and allow the pair of students you are working with to decode, in turn, as many words as possible before the timer rings. With practice, they should get a little further every week until they are able to decode (or recognize which is the ultimate goal) the 450 plus words in a single sitting. You might want to reward students with stickers to add to their incentive charts if they finish reading all the words (or however many you feel is appropriate) within the time frame.

Activities for other reading group members: Mondays through Fridays, two students from a reading group could spend up to 20 minutes decoding, in turn, sight words in the presence of the teacher. At the same time, other group members might engage in word recognition activities, read silently, or record the high frequency book word sentences located towards the end of the book. Another option would be to have them color the phonics coloring sheets included in *A Phonics Reading and Coloring Book for Grades Pre-K through 3rd*.

Directions for using the eBook with an entire class: Open the eBook version on a computer screen or interactive whiteboard and let students take turns decoding the words.



eBook or paperback





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READING SILENTLY AND ORALLY WITH COMPREHENSION (20 min.)

1. **MATERIALS NEEDED: *A Phonics Reading and Coloring Book for Grades K-3* (or *An All-In-One Phonics Book for Grades Kindergarten Through 3rd*); *Bible History for Children and Youth: Text and Study Guide*; *Teacher Resources and Answer Keys to Accompany Bible History for Children and Youth***

   Objectives: to read silently and orally with comprehension

   Instructions for beginning readers: Read sentences from any of the pages in *A Phonics Reading and Coloring Book for Grades K-3* (Pages 17-159) with spelling patterns of sounds you have already covered.

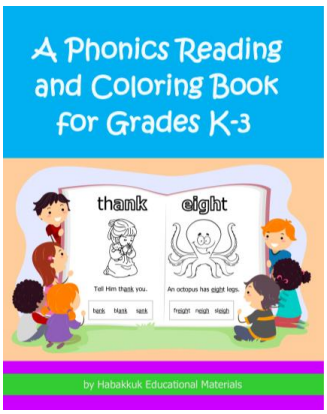
   Instructions for students who have passed both the "Phonics Test" and the "Word Recognition Tests" (see the links below): Read silently and/or orally (together or individually) from *Bible History for Children and Youth: Text and Study Guide*. Students can answer the corresponding reading comprehension questions while they read or after they have finished the story. Note that it is sometimes helpful to have students read over the questions prior to reading. (Answers, as well as several reading comprehension games, are available in *Teacher Resources and Answer Keys to Accompany Bible History for Children and Youth*, and a free computer-based test for each Bible story is also available online).

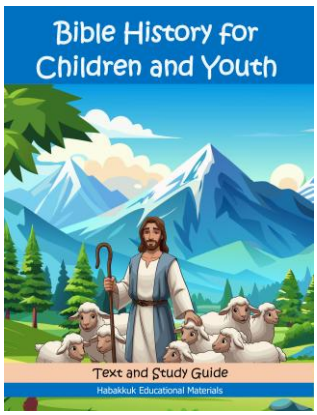
   Free Computer-Based Tests for *Bible History for Children and Youth: Text and Study Guide*: A free computer-based test for each Bible story is available online and can be accessed by following the two steps below. The computer will notify users if an answer is correct or incorrect, and their grades will be displayed after completing a test.

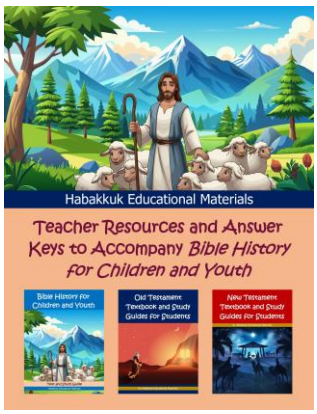
   1. Go to https://www.habakkuk.net/. From the homepage, click on "Free Computer-based Tests."
   2. Find the flyer with an illustration of *Bible History for Children and Youth*. Follow the instructions on the flyer for quick access to the tests.

   Link to the phonics test

   Link to the word recognition tests

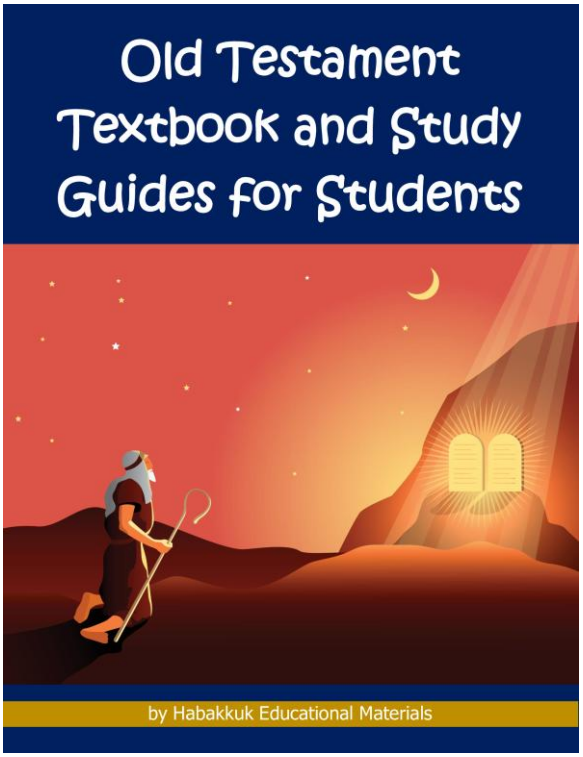


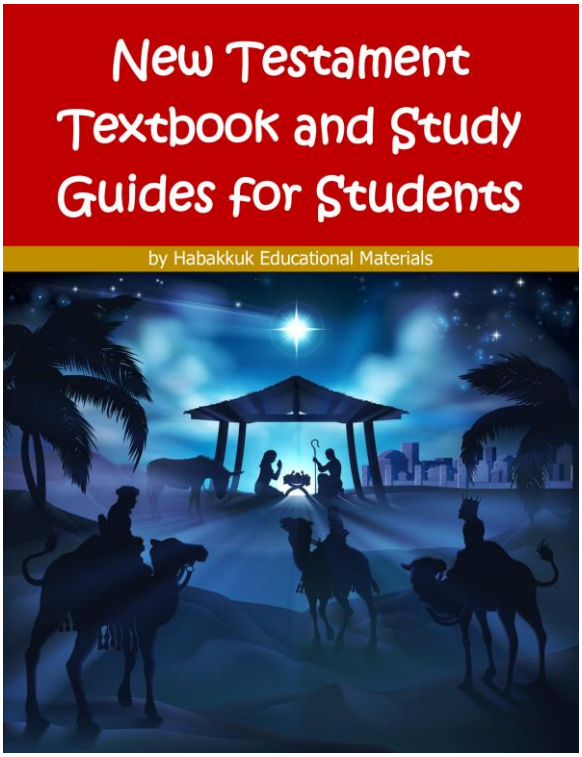




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Bible History for Children and Youth: Text and Study Guide includes stories from both the Old and New Testaments and has black and white illustrations for students to color. The same text with colored illustrations is available in the two books shown below, also by Habakkuk Educational Materials.





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Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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