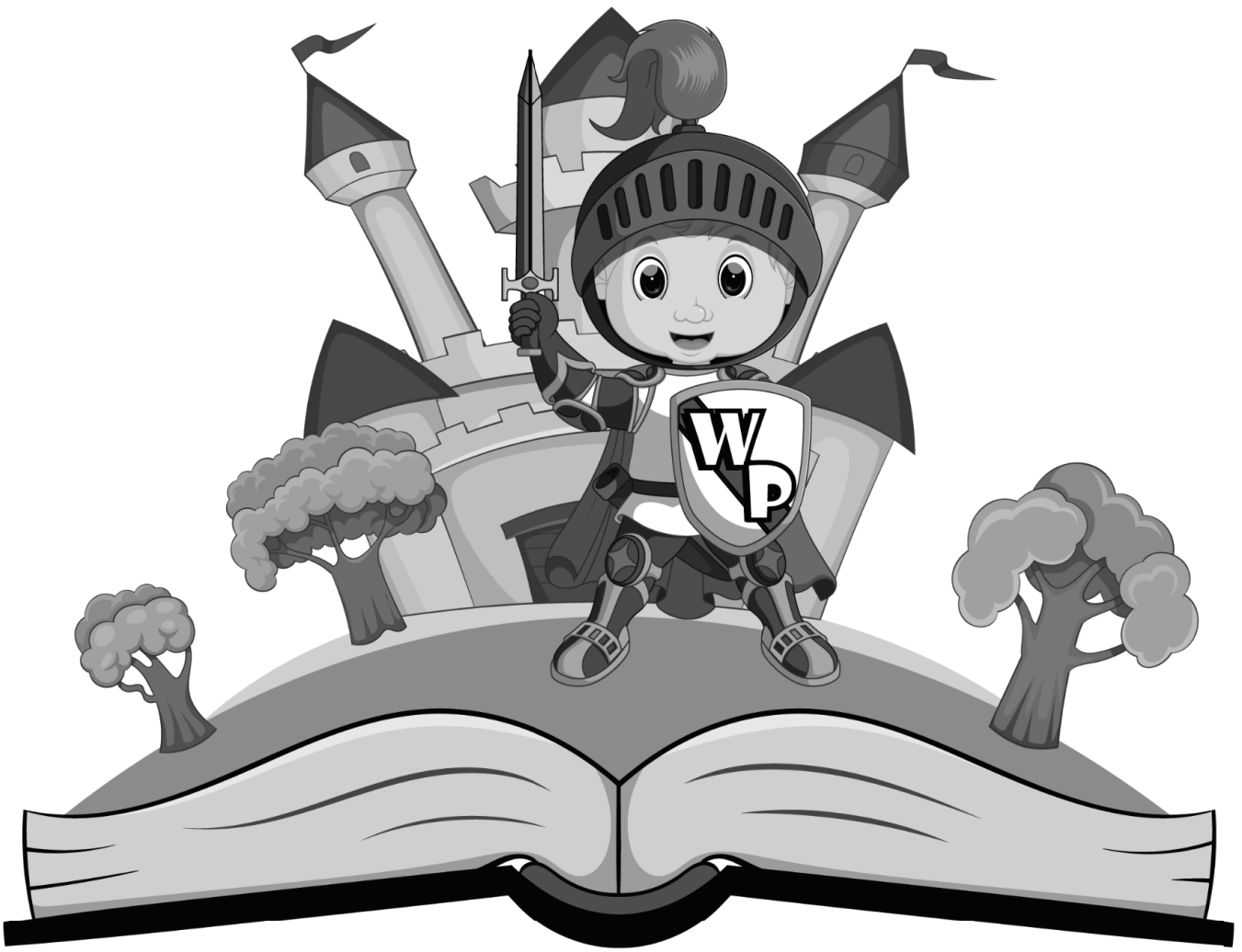
WORD POWER



The Bible Is Your Primary Textbook

WORD POWER

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"Therefore, whatever you desire for men to do to you, you shall also do to them; for this is the law and the prophets" (Matthew 7:12).

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The Sacred Name of the Creator has been changed to יְהוָה or Yah throughout this book.

All links referenced in this book worked accurately when checked before publication. Please notify us if any link does not work so that we may update it in future editions.

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Welcome to Word Power 2

There is something precious about hearing your child read a verse from the Bible for himself. A word that once seemed difficult becomes familiar. A sentence begins to make sense. Little by little, he gains the skills to open the Scriptures and read what Yehovah has said.

This is our purpose in teaching reading. We want our children to become capable students of God's Word, equipped to understand His instructions and walk in His ways.

Word Power 2 continues the foundation begun in *Word Power 1*. Your child will learn additional phonograms, practice reading longer words, and discover spelling patterns that help explain how English words work. Reading, spelling, handwriting, and beginning sentence skills are taught together, with frequent opportunities for review. Our "learning to read" program is based upon the Orton-Gillingham approach to phonics. We use the Bible to teach phonics, combining it with the latest research to provide your younger students with a firm foundation in reading. Our method is multisensory (sight, sound, and touch), and phonics concepts are taught in a logical, sequential way.

Each lesson builds upon the previous lesson, but the teacher remains in charge—helping the child move as quickly or slowly as needed.

We believe in teaching "phonograms" so that no guessing is involved. Order and the beauty of language will be emphasized, with lots of opportunity for review and practice each day.

Each week's lessons include child-friendly activities such as finding sounds around the home, playing fun games, singing rhymes, and learning beginning handwriting skills. Because we are training future Bible students, we also introduce your child to the letters of the Hebrew *alephbet*.

In Each Unit, Your Student Will:

- **Review Flashcards** – Student sees letter or phonogram and tells you the sound. Then you'll reshuffle the cards. Now you'll say the sound, and student will spell and write it.
- **Practice Reading Blends and Words** – Student begins with simple blends and progresses to words. Finally, he will read sentences. We transition to reading from Scripture as soon as possible. The accompanying *Word Power 2 Reader* is a necessary supplement.
- **Learn New Sounds** – You'll teach new phonograms to the student, who will write them, spell them, and read them.
- **Dictate Words and Sentences** – The teacher will dictate words to the student, who will repeat them, spell them, and write them. As the student's reading proficiency increases, you'll dictate sentences to the student, who will repeat them and write them.
- **Spelling** – Student will learn how to spell various kinds of syllables and know why our language spells words the way it does.
- **Dictionary Skills** – The student will be given weekly opportunities to alphabetize words and learn to use a dictionary.
- **Hebrew and Vocabulary** – Using the accompanying *Word Power Hebrew,* the student will learn to read and write Hebrew consonants and vowels, be able to sound out Genesis 1, and memorize 105 Hebrew vocabulary words, while applying those words to vocabulary in our own English language.

- **Vocabulary** – Literature in the accompanying *Word Power Reader* will explain unfamiliar vocabulary words, and students will be given plenty of review on those words.
- **Grammar** – The student will learn to identify the basic parts of speech in the English language and be able to use those parts of speech in written and spoken language.
- **Composition** – Your student will begin to learn how to write meaningful sentences, paragraphs, poetry, letters, and more.
- **Cursive Handwriting** – Your student will be given numerous opportunities to develop clear handwriting and confidence in cursive.
- **Earn Stickers** – As student masters a sound, he can add a sticker to his Achievement Map so that he can see his progress.



We strongly recommend that you pace the instruction to the needs of your child rather than simply trying to complete the next lesson as rapidly as possible. Children mature at a variety of rates. Take as much time as your child needs!

Even though the units contain daily plans, we want you to help your child master a set of skills before moving on to the next unit. Repeat lessons if necessary. Practice, practice, practice—this is what makes a confident reader!

Notes on the Lessons

- The Sacred Name of the Creator has been changed to יְהוָה throughout this book. Since your child will be learning to read the Hebrew letters, you can begin to teach him what the letters in God's name are. While the authors of this curriculum pronounce His name "Yehovah," other pronunciations are possible. We feel it is not to be a divisive issue.
- We use the male gender for your child throughout this book ("he," "him," etc.). This is done because we want to be consistent in our use of English grammar. It becomes messy to say "he or she" each time, and it is incorrect to use "they" for only one student.
- You will see that the lessons are quite repetitive. Second-grade students love predictable routines, and we urge you not to skip activities simply because an adult might find them boring.
- We occasionally recommend the use of a white board. We recently read research that indicated writing on a chalkboard or large piece of paper might actually be better for the brain development of young children, simpy because the friction involved helps form brain pathways. If you only have a white board, we recommend purchasing sidewalk chalk and occasionally doing lessons outside!

Supplies Needed

- Pencil with an attached eraser
- Flashcards
- Stickers
- Bible
- Word Power Reader 2
- Word Power Hebrew
- Flashcards, stickers, and accompanying books are scheduled in each lesson and are available from **homeschoolingtorah.com/word-power**.

Sounds Reviewed from Word Power 1

c in cat
o in olive
a in apple
d in dog
g in go
m in milk
l in lamp
h in horse
t in table
i in igloo
j in jam
k in kite
p in pig
ch in chin
u in up
b in bell
r in ring
f in fish
n in nest
e in egg
s in sun
sh in shoe
th in that
w in wagon
wh in whale
y in yo-yo
v in violin
x in fox
z in zebra
th in thumb
qu in queen
-ing in king
-ang in bang
-ong in gong
-ung in hung
-ink in stink
-ank in bank
-onk in honk
-unk in sunk
ph in phone
ck in block
ee in tree
ea in ear
oa in soap
oe in toe
ai in mail
ay in pray
er in her
ir in bird
ur in burn
ow in clown
ou in ouch
igh in light

Sounds To Be Learned in Word Power 2

le in bubble
-y in happy
ar in star
or in horn
oo in zoo
y as a vowel
dge in bridge
aw in straw
au in August
oi in oil
oy in boy
tch in catch
ew in grew
eigh in eight
ie in shield
ei in receive
eu in feudal
ue in rescue
tion in action
sion in television
ow in snow
ow in cow
ch in school
ea in bread
oo in hook
ei in vein
ew in few
gu in guess
ou in soup
sion in mansion
ea in steak
ch in chef
s in music
-s as a suffix

Lesson Atmosphere

We recommend short, easy lessons. We suggest keeping school subjects to 20-30 minutes each. Attempt to change to a new activity before interest wanes.

Try to have your daily reading, writing, and spelling lessons at the same time and place each day. The room should be orderly, uncluttered, and without too many distractions. A predictable daily routine has been shown to create a state of mind that is conducive to learning.

(Maybe this would be a good time to have babies and toddlers spend a few minutes playing safely by themselves in a playpen or gated room. Older siblings could take turns supervising other younger children. Try to make it possible to have a few minutes of uninterrupted time with your growing reader.)



Have your student face in the same direction each day, working at a comfortable table. This will help orient your student in space and in the awareness of left-right directionality.

We found the many ideas listed in this article to be of huge benefit. We highly recommend that you read it:

homeschoolingtorah.com/shortcut-to-cursive-by-don-potter/

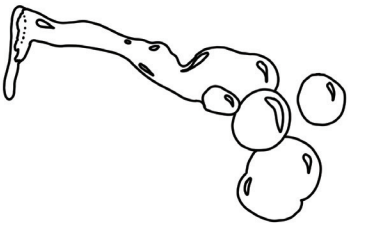
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Day 1

le in bubble

To the Teacher:

- ❑ Review the flashcards learned in Word Power 1. Show your child each of the sounds or phonograms. The child should respond to each with the proper sound.
- ❑ Name the 5 vowels: a, e, i, o, u. What two sounds can each one make?
- ❑ Sing the alphabet song.
- ❑ IMPORTANT: If your child has not yet learned to write in cursive, we recommend starting the free resource, "Shortcut to Cursive," available at Foundations Press: https://foundationspress.com/shortcut-to-cursive



The le ending on a word makes its own syllable.
Circle the le endings. Read the words.

stumble	sniffle
battle	handle
jungle	ankle
simple	dazzle

Add a sticker to your path on the map!



Trace the alphabet.

abcd efg

hijk lmnop

qrs tuv wxyz

Trace and copy below. Read each word as you write.

bubb bubble

batt battle

simp simple

sniff sniffle

Trace the alphabet. Say the letters as you write.

abcd efg

hijk lmnop

qrs tuv wxyz

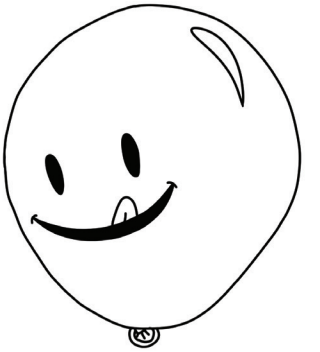
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Day 2

y in happy

To the Teacher:

- ❑ Review the flashcards learned in Word Power 1, as well as the flashcards for le and y. Show your child each of the sounds or phonograms. The child should respond to each with the proper sound.



The y ending on a word makes its own syllable.
Circle the y endings. Read the words.

happy	envy
badly	hobby
windy	rusty
stuffy	penny
puppy	Patty

Add a sticker to your path on the map!



Can you remember what the 5 vowels are? Write them here:

Sometimes y is a vowel, too!

Trace and copy below.

happ happy

hobb hobby

penn penny

wind windy

Draw a line from each word to the letter that begins the word.

H I J K L M N O P Q R S

G T

F U

E V

D W

C X

B Y

A Z

apple

jungle

puppy

rusty

windy

☐ This week, we recommend doing Hebrew at the Table, Day 1.

אבגדה

☐ Read Reader, p. 3.

To the Teacher:

- ❑ Sometimes ly is a "suffix." A suffix is a syllable added to the end of a word that changes its meaning and forms a new word.
- ❑ Help your child use each of these words in a sentence. How does adding a suffix change the meaning of each word?

sad	sadly
bad	badly
glad	gladly
late	lately
safe	safely

Make up a sentence using the word sadly. Ask your teacher to write it here. Notice that a sentence always starts with a capital letter and ends with a period.

Sometimes ly is a suffix.
Circle the ly on words that have a suffix. Read the words.

sad	sadly
bad	badly
glad	gladly
late	lately
safe	safely

Trace and copy. Read the words.

safely

gladly

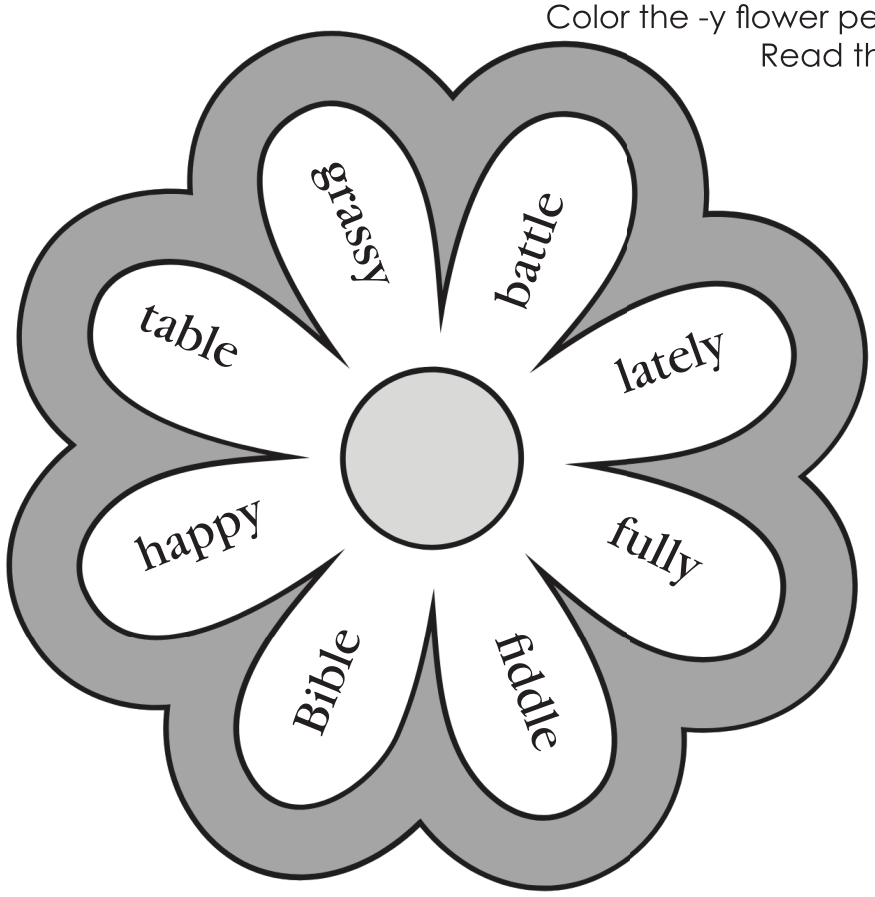
To the Teacher:

- ❑ Spelling Rule: When the le ending follows a short vowel sound, the first letter of the ending is usually doubled. Examples:
  apple (follows a short /ă/ sound, and the p is doubled)
  bottle (follows a short /ă/ sound, and the t is doubled)
- ❑ Have your child spell the following words on a whiteboard:
  cuddle wiggle fiddle

Underline the le ending.
Circle letters that are doubled. Read the words.

apple	meddle	tattle
riddle	battle	muddle
little	drizzle	giggle
cuddle	fizzle	bottle
cattle	juggle	fiddle

Color the -le flower petals yellow.
Color the -y flower petals pink.
Read the words.



❑ Read Reader, p. 4.

❑ Review flashcards.

To the Teacher:

- ❑ Spelling Rule: When the y ending follows a short vowel sound, the first letter of the ending is usually doubled. Examples:
  happy (follows a short /ă/ sound, and the p is doubled)
  daddy (follows a short /ă/ sound, and the d is doubled)
- ❑ Have your child spell the following words on a whiteboard:
  muddy penny funny

Underline the y ending.
Circle letters that are doubled. Read the words. Read the words.

muddy	daddy	mommy
happy	stubby	penny
Benny	caddy	funny
berry	witty	snappy
hobby	sloppy	hurry

To the Teacher:

- ❑ Spelling Rule: When the le ending follows a long vowel sound (one that says its name), the first letter of the ending is not doubled.)
  Examples:
  apple (follows a short /ă/ sound, and the p is doubled)
  able (follows a long /ā/ sound (a vowel that says its name), and the b is not doubled)
- ❑ Have your child spell the following words on a whiteboard:
  able Bible table

Underline the le ending.
Circle the vowels that say their name. Read the words.

able	cradle	ladle
bugle	bridle	idle
cable	Bible	title
staple	table	noble

Trace and copy. Circle the words the have a double letter. Tell why!

battle

able

tattle

title

cuddle

bugle

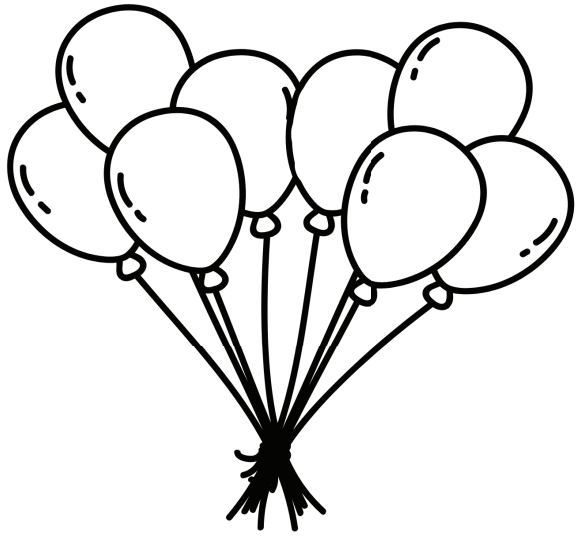
idle

☐ Read Reader, p. 5.

To the Teacher:

- ❑ Teach your child how to spell words orally. Your child should use the following method when spelling orally:
  Say the word, spell the word, say the word.
  For example:
  "happy, h-a-p-p-y, happy"
- ❑ Choose 8 words from this week's lessons. Teach your child to spell each word aloud, using the proper method.

Spell the words your teacher gives you. Color a balloon for each correct word you can spell.



To the Teacher:

- ❑ Review all flashcards used so far.
- ❑ Spelling Rule: When a y ending follows a long vowel sound (one that says its name), the first letter of the ending is not doubled.)
  Example:
  lady (follows a long /ā/ sound, and the d is not doubled)
- ❑ Have your child spell the following words on a whiteboard:

able	Bible	table
baby	rosy	shaky

Trace and copy. Read the words.

baby pony

lady tiny

shady lazy

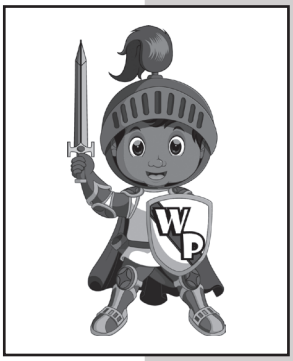
gravy nosy

shaky cozy

lacy rosy

Trace and copy Ephesians 6:10. Read the words.

Be strong in יְהוָה;
and in the power
of His might.



☐ Read Reader, pp. 6-7.

Add a sticker to your path on the map!

1

To the Teacher:

- ❑ Read about the battle of David and Goliath in 1 Samuel 17. Can you spell the word "battle"? Draw a picture of the battle in the box.
- ❑ Have some fun and blow some bubbles.

17 ow in snow

Day 1

To the Teacher:

- ❑ Show the flashcard for ow. Teach your child that at the end of a word, ow often says /o/ as in snow.
- ❑ In other locations, ow might say /ow/ as in cow. If you aren't sure, try both sounds until you get a real word.
- ❑ Review the flashcards learned so far.
- ❑ Repeat the spelling rule daily until learned well:
  "I before E except after C,
  or when sounded like /ā/
  as in neighbor and weigh."

ow says /o/ in snow. Say /o/ while you trace each phonogram. Make 3 more.

ow ow

Let's practice tracing words. Sound them out as you write.

low mow

bow row

grow glow

crow snow

Trace the sentences. Read the words as you write.
Every sentence begins with a capital letter.

I like to see the snow blow.

Did you throw the bowl?

Add a sticker to your path on the map!



Let's practice tracing words. Sound them out as you write.

mow	mown
sow	sown
blow	blown
grow	grown
flow	flown
own	window
elbow	widow
shadow	lowly



☐ Read Reader, p. 99.

17 ow in cow

Day 2

To the Teacher:

- ❑ Remind your child that at the end of a word, ow often says /o/ as in snow, but sometimes, ow might say /ow/ as in cow. If you aren't sure, try both sounds until you get a real word.

ow says /o/ in snow or /ow/ in cow. Practice tracing words. Use the sound that makes the most sense. Copy below.

cow how

down crown

plow allow

fowl towel

coward flower

17

Trace and copy the sentences. Read the words as you write.
Every sentence begins with a capital letter.

The bowl made a shadow on the desk.

If you throw grass seed on the snow, will it grow?

God watches over the sparrow.

☐ This week, we recommend beginning Hebrew Word Power, words 4-6.

אבגדה

☐ Read Reader, p. 100.

17

Day 3

To the Teacher:

- ❑ Help your child spell each of this week's spelling words in a sentence.
- ❑ Practice spelling this week's spelling words orally: "row, r-o-w, row."
- ❑ Spelling Game: Play "Spelling Heave Ho." Procedure: Mom says the spelling word, and student gives the first letter. Moms gives the second letter, and student gives the third letter. Continue back and forth, until the last person says the spelling word again. If siblings want to play, just take turns in order.
- ❑ Ask your child to write each of his spelling words three times on a piece of notebook paper.

Spelling List 17

row	blow	show	crow
row	*blow*	*show*	*crow*
low	slow	snow	flow
low	*slow*	*snow*	*flow*
bow	glow	grow	mow
bow	*glow*	*grow*	*mow*
pillow	yellow	arrow	sorrow
pillow	*yellow*	*arrow*	*sorrow*

Create a sentence using at least two spelling words.

Dictation: Read the following sentence aloud to your student. He should write it on the next page.
The bowl made a shadow on the desk.

☑ Choose 4 words to review from Spelling List 13.

Trace and copy the verse. Read the words as you write.

Show me Your ways,
O Yah; teach me Your
paths. Psalm 25:4



Write the sentence your teacher dictates.

☐ Read Reader, p. 101.

☐ Review flashcards.

17

Day 4

To the Teacher:
- ❑ Review all flashcards learned so far, plus this week's spelling words.

Trace and copy. Read the words as you write.

throw thrown

grow growth

slow slowly

widow crowbar

Trace the colors.

red gray brown

black blue yellow

white pink purple

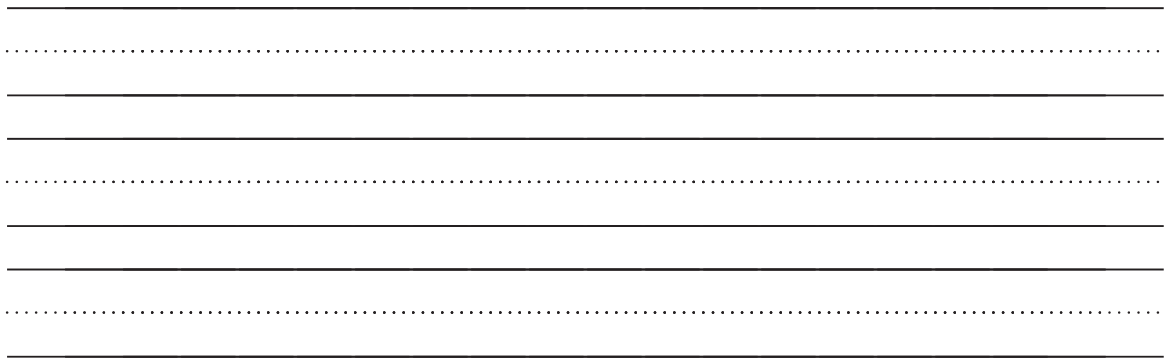
green tan silver

Dictation: Read the following sentence aloud to your student. He should write it on the next page.
The yellow willow will bud in the spring.

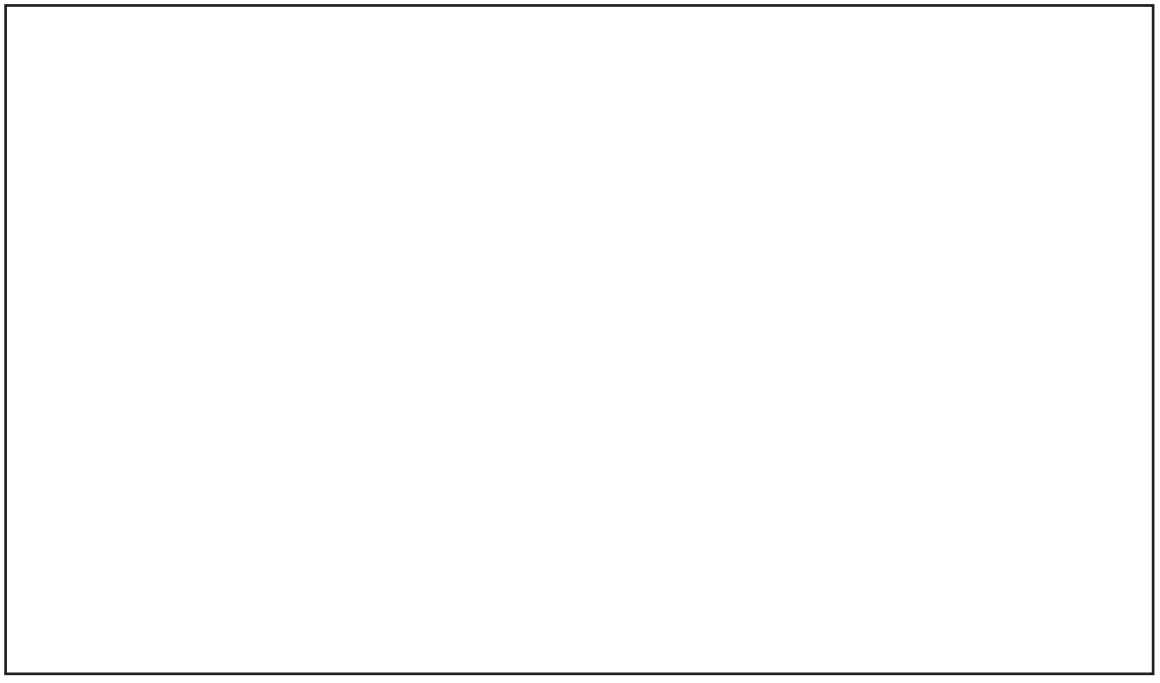
Draw a line between the syllables.

throwing	bowling
yellow	arrow
window	follow
below	pillow
crowbar	fellowship
overthrow	arrowhead
bungalow	elbow
sparrow	sorrowful

Write the sentence your teacher dictates.



Draw a picture to illustrate the sentence.



Read Reader, p. 102.

17

Day 5

Trace the sentences. Read the words as you write.

You may eat the ox, the sheep, the goat, the deer, the gazelle, the roe deer, the wild goat, the mountain goat, the antelope, and the mountain sheep.

☐ Read Reader, p. 103.

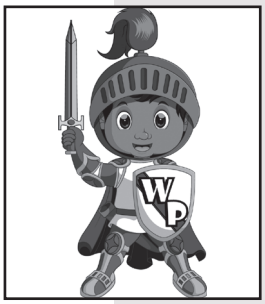
Draw a line from each word to the letter that begins the word.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

sheep
goat
deer
gazelle
antelope
ox
mountain

17

Trace Ephesians 6:17. Read the words as you write.



The sword of the Spirit is the word of God.



Spelling Test: Write the spelling words your teacher says. Put a smiley face next to each correct word.

To the Teacher:

- ❑ Review all flashcards learned so far.

Add a sticker to your path on the map!

17

23 ea in steak

Day 1

To the Teacher:

- ❑ Show the flashcard for ea in steak. You have already learned ea in ear in Word Power 1, as well as ea in bread in Week 18. When unsure, try ea in ear first, because it's the most common. If that doesn't make sense in the sentence, try ea in bread. Lastly, try ea in steak.
- ❑ Remember this order by saying /ē/, /ĕ/, /ā/. Say these sounds quickly 5-10 times.
- ❑ Review the flashcards learned so far.

Practice your cursive.

eaeaea eaeaea eaeaea

eat eak ear eat eak ear

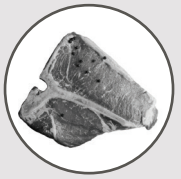
Copy these words. Sound them out as you write.

eat	meat
bread	ready
steak	great
bear	pear

Trace and copy the sentence. Read the words as you write.
Every sentence begins with a capital letter.

Do you think it is great to cook steak on a grill?

Add a sticker to your path on the map!



Trace these words. Sound them out as you write.

bear	hear
pear	dear
wear	fear
great	greet
break	beak
steak	streak
bear	beer
pear	peer
wear	we hear
head	bread
dead	spread



Read Reader, p. 135.

23

Day 2

To the Teacher:

- ❑ Name the 5 vowels: a, e, i, o, u. What two sounds can each one make?
- ❑ Show the flashcard for ea. What three sounds can this phonogram make? Remember this order by saying /ē/, /ĕ/, /ā/. Say these sounds quickly 5-10 times.
- ❑ Review all the sounds Y can make.
- ❑ Sing the alphabet song.

Read each sentence. Underline the ea phonogram.
Circle the sound you hear above it.

1.	Father cooked a steak for supper.	e (a)
2.	The sheep will eat the green grass.	e a
3.	We saw a black bear in the woods.	e a
4.	Mother sliced a ripe pear for lunch.	e a
5.	Read the book to your little brother.	e a
6.	We sat by the sea.	e a
7.	Be careful not to break the glass.	e a
8.	Wear your coat outside.	e a
9.	Keep your hands clean.	e a
10.	Yah has done great things for us.	e a
11.	The little bear climbed a tree.	e a
12.	Do not tear the pages of your book.	e a
13.	The bird has a yellow beak.	e a
14.	I will wear my blue dress now.	e a
15.	Yah was greater than the giant.	e a



Choose a word from the word bank to complete each sentence.

break	bear
new	beach
great	neat
eat	clean
steak	tear
peas	wear



1. The _____ likes to _____ berries.
2. Do not _____ the _____ plate.
3. We had _____ and _____ for supper.
4. Please _____ your _____ shoes.
5. It was a _____ day at the _____.
6. Do not _____ the _____ paper.

☐ This week, we recommend beginning Hebrew Word Power, words 22-24.

אבגדה

☐ Read Reader, p. 136.

23

Day 3

To the Teacher:

- ❑ Help your child spell each of this week's spelling words in a sentence.
- ❑ Practice spelling this week's spelling words orally: "row, r-o-w, row."
- ❑ Spelling Game: Play "Hit the Wall."
  Call out a word to say. If the student cannot spell the word correctly, then he has to stand against the wall. To get off the wall, he must spell the very next word correctly. If he cannot spell the second word correctly, he must do something silly (like sing a silly song, do jumping jacks, etc.) to get off the wall.
- ❑ Ask your child to write each of his spelling words three times on a piece of notebook paper.

Spelling List 23

eat *eat*	meat *meat*	seat *seat*	heat *heat*
neat *neat*	beat *beat*	wheat *wheat*	cheat *cheat*
steak *steak*	break *break*	great *great*	bear *bear*
pear *pear*	wear *wear*	swear *swear*	tear *tear*

Create a sentence using at least two spelling words.

Dictation: Read the following sentence aloud to your student. He should write it on the next page.
Steak is a great treat to eat.

Choose 4 words to review from Spelling List 19.

Trace the verses. Read the words as you write.

Praise יְהוָה from the earth, you great sea creatures, and all depths... wild animals and all livestock, small creatures and flying birds. Psalm 148:7,10

When you see three dots (...), it means a few words have been left out. Look up Psalm 148. What is missing?

Write the sentence your teacher dictates.

☐ Read Reader, p. 137.

☐ Review flashcards.

23

Day 4

To the Teacher:
- ❑ Review all flashcards learned so far, plus this week's spelling words.

Trace and copy. Read the words as you write.

Dear Grandma,

Thank you, Grandpa,

To my dear friend,

I love you!

Trace the letter to Grandma.

Dear Grandma,

Thank you for sending me a soft teddy bear. It is great! I hope to see you soon. I love you!

Dictation: Read the following sentence aloud to your student. He should write it on the next page.
I watched the waves break over the rocks.

Draw a line between the syllables.

teacher	season
peanut	repeat
seashore	easily
peacefully	readable
feather	weather
greatest	breakfast
meadow	steadily
sweater	daybreak

Write the sentence your teacher dictates.

Draw a picture to illustrate the sentence.

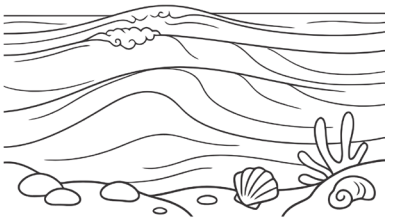
Read Reader, p. 138.

23

Day 5

Trace Psalm 104:25. Read the words as you write.

There is the sea, great and wide, in which are innumerable living things, both small and large animals.



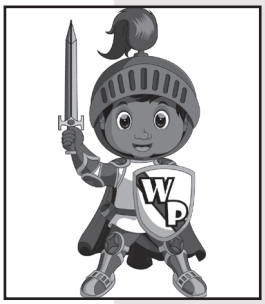
☐ Read Reader, p. 139.

Draw a line from each word to the letter that begins the word.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

seahorse
whale
octopus
leatherback turtle
dolphin
jellyfish
crab
eel
angelfish

Trace Ephesians 6:19. Read the words as you write.



Pray for me, that utterance may be given to me in opening my mouth.

Paul asked others to pray for him.
Name someone who teaches Scripture and pray for that person.

We prayed for .

Spelling Test: Write the spelling words your teacher says. Put a smiley face next to each correct word.

To the Teacher:
- ❑ Review all flashcards learned so far.

Add a sticker to your path on the map!

23

36 Final Review

Day 1

To the Teacher:
- ❑ Discuss unexpected sounds in words such as of, was, and does.
- ❑ Review the flashcards learned so far.
- ❑ Cheer your student on! This is the last week!

Practice your cursive.

ou ou ou

wh wh wh

Trace each phrase. Sound the words out as you write.

to us of it

do so who is

one was two are

he said she does

Trace and copy the sentence. Read the words as you write.
Every sentence begins with a capital letter.

Who has two? I do!

One is for you. Thanks!

Trace and copy these words. Sound them out as you write.

be	he
me	we
no	go
so	do
to	too
two	who
of	is
was	does
one	once
said	says



Read Reader, p. 213.

Circle the word that completes each sentence.

1. I have (to/two) hands.
2. (Who/He) has my book?
3. She (do/does) her work well.
4. He (said/says) it yesterday.
5. This is (of/for) you.

36

Day 2

To the Teacher:

- ❑ Name the 5 vowels: a, e, i, o, u. What sounds can each one make?
- ❑ Review all the sounds Y can make.
- ❑ We have learned many rhyming sounds. Rhyming words have the same ending sounds, beginning with the vowel sound.
- ❑ Explain that *sing, sang,* and *sung* are forms of the same verb, but they do not rhyme.
- ❑ Sing the alphabet song.

Trace and compare.
Point to the words that rhyme.

sing	sang	sung
ring	rang	rung
bring	bang	strong
thing	sang	long

Circle the two words in each box that rhyme.

brunch	do	said	who
crunch	go	seed	shoe
crust	two	bread	show

sing	light	blue	chair
bring	eight	bread	cheer
rang	night	true	pear

strong	could	home	shake
stung	wood	some	cheek
long	cold	crumb	break

Copy the sentences. Read the words as you write.
Do you understand what each sentence means?

Who rang the bell once?

Two children sang a long song. One of us has sung it before. I hummed.

"Does it rhyme?" she asked. I know the words, so I'll sing along.

☐ This week, we recommend beginning Hebrew Word Power, words 61-63.

אבגדה

☐ Read Reader, p. 214.

36

Day 3

To the Teacher:

- ❑ Help your child spell each of this week's spelling words in a sentence.
- ❑ Practice spelling this week's spelling words orally: "row, r-o-w, row."
- ❑ Spelling Game: Play "Word Search."
  Give each student a piece of graph paper. He writes his letters in the boxes, across, down, or diagonally. He then fills in the other boxes randomly, to produce a word search. Have students or family members exchange papers. See who can find all the spelling words first.
- ❑ Ask your child to write each of his spelling words three times on a piece of notebook paper.

Spelling List 36

they're	their	there	let's
you're	your	it's	its
who's	whose	don't	doesn't
didn't	isn't	can't	won't

Create a sentence using at least two spelling words.

Choose 4 words to review from Spelling List 32.

Dictation: Read the following sentence aloud to your student. He should write it on the next page.
"Who does this belong to?" said one of the boys.

Trace the sentences. Read the words as you write.

Once there was a boy who said, "I can read one page to you." His mother gave him two books. "Which one does your sister like?" He chose a book of Bible stories. "I'll read this one," he said.

Write the sentence your teacher dictates.

☐ Read Reader, p. 215.

☐ Review flashcards.

36

Day 4

To the Teacher:
- ❑ Review all flashcards learned so far, plus this week's spelling words.

Read each tip. Number the tips in the order you should do them.

___ Cover the seed with soil.

___ Gather a pot, soil, a seed, and water.

___ Gently water the soil you put over the seed.

___ Fill the pot with soil. Make a small hole and put the seed in it.

Read each tip. Circle the rhyming words in each pair of lines.

Put things away when you're done for the day.
Then head outdoors to run and play!

Take a good book to a shady nook.
You'll find new things each time you look!

Plant a small seed. Pull out a weed.
Give your young plants the care they need.

Finish the sentences. Read the words as you write.

This summer, I can help

I would like to learn

I want to read

Dictation: Read the following sentence aloud to your student. He should write it on the next page.
Two children swung beneath the old oak tree.

Draw a line between the syllables.

singing	thankful
unkind	befriend
hoping	hopping
sunshine	rainbow
teacher	neighbor
kitchen	shepherd
writing	joyful
action	carefully

Write the sentence your teacher dictates.

Read Reader, p. 216.

Draw a picture to illustrate the sentence.

36

Day 5

Trace tPsalm 119:105-106. Read the words as you write.

Your word is a lamp to my feet, and a light for my path. I have sworn and have confirmed it, that I will obey your righteous ordinances.

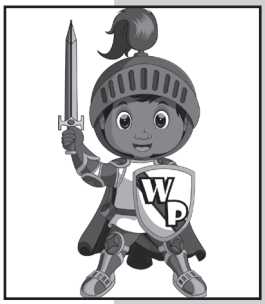
☐ Read Reader, p. 217.

Draw a line from each word to the letter that begins the word.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

word
light
obey
feet
path
learn
follow
listen
lamp

Read Ephesians 6:10-20 from your Bible.
What is your favorite part? Write about it in a sentence.
Name one person you could tell.

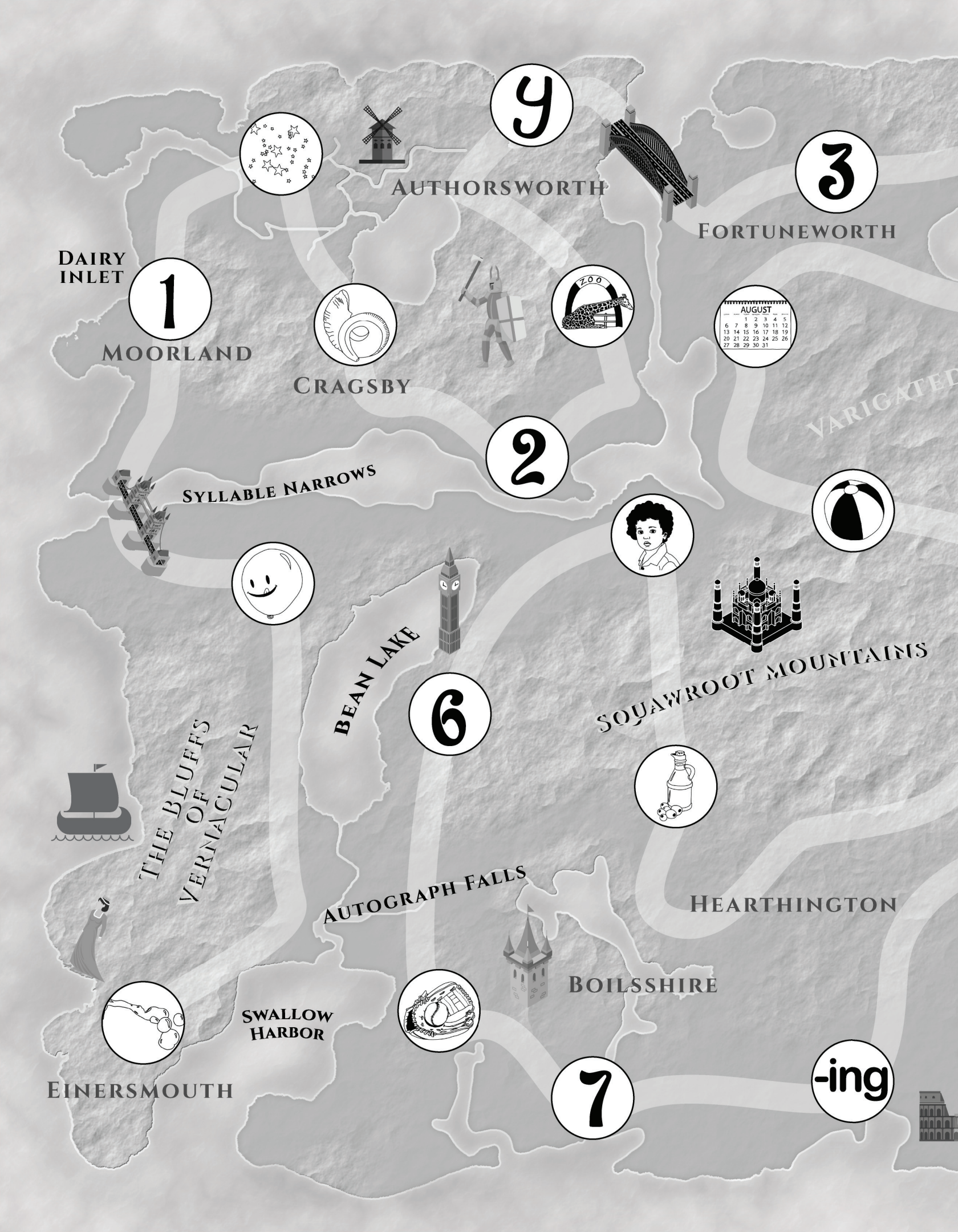


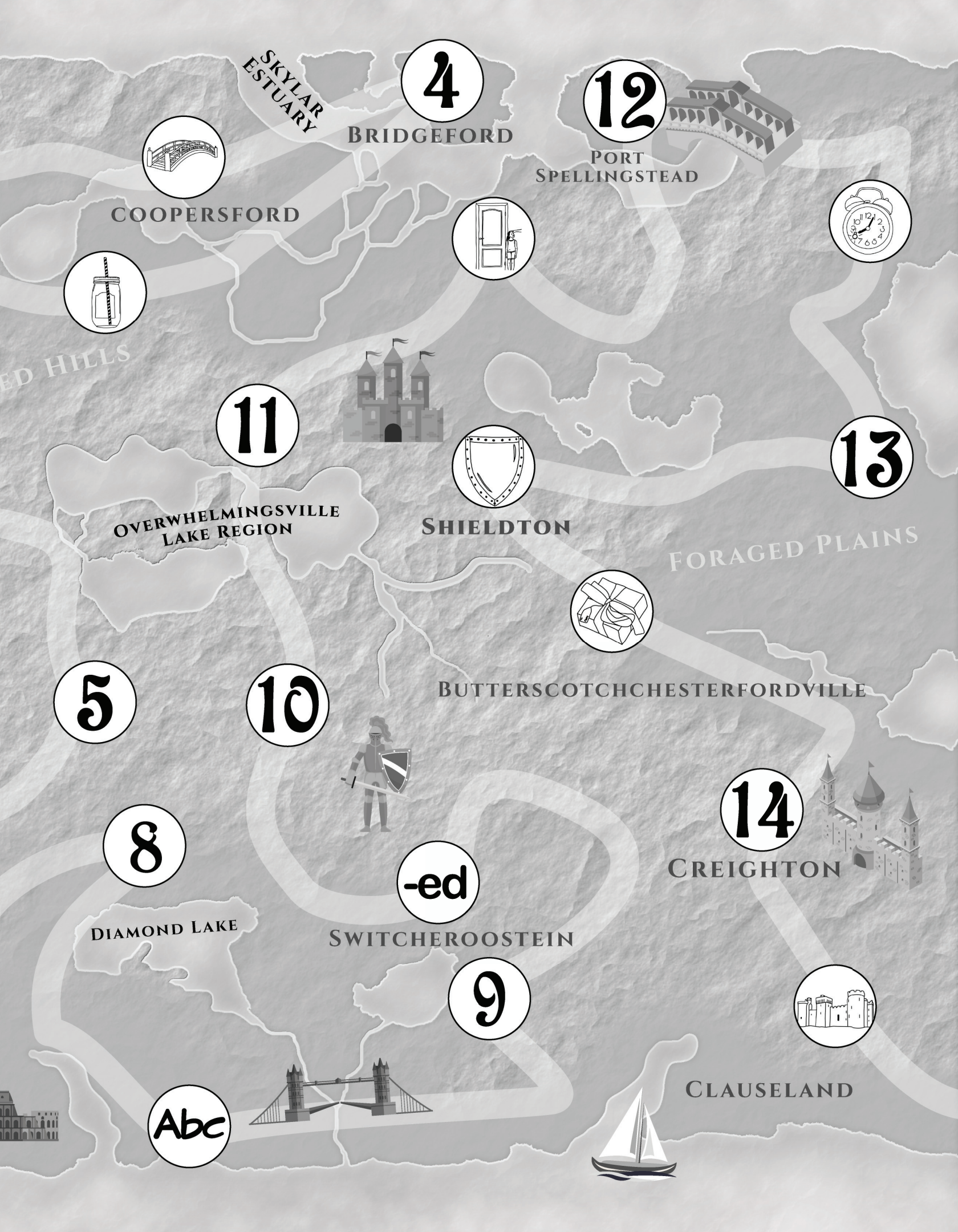
Spelling Test: Write the spelling words your teacher says. Put a smiley face next to each correct word.

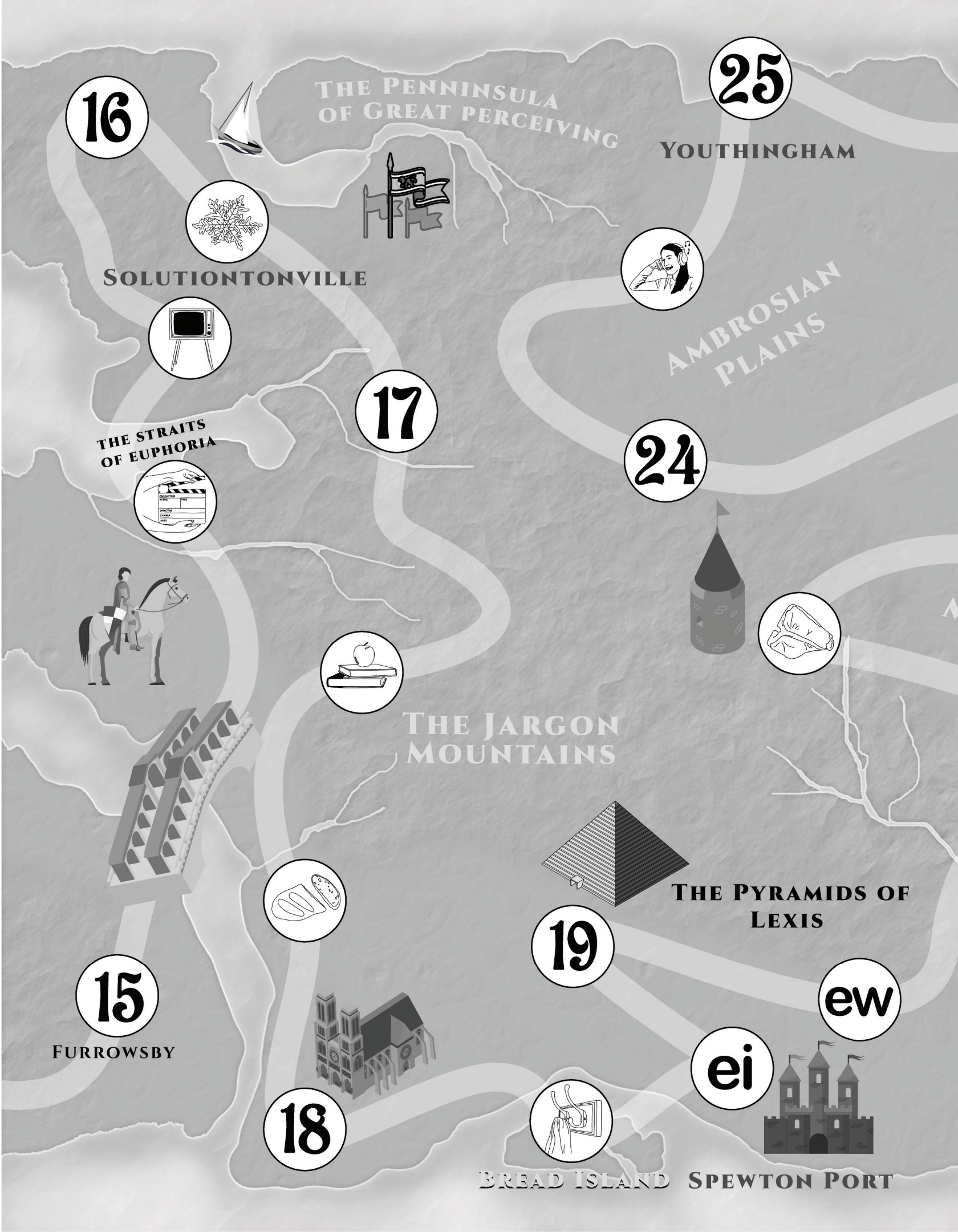
To the Teacher:
- ❑ Review all flashcards learned so far.

Add a sticker to your path on the map!




4
Authorsworth
3
Fortuneworth
Dairy Inlet
1
Moorland
Cragsby
ZOO
AUGUST
Variegated
2
Syllable Narrows
Bean Lake
6
Squawroot Mountains
The Bluffs of Vernacular
Autograph Falls
Hearthington
Boilsshire
Swallow Harbor
Einersmouth
7
-ing


SKYLAR ESTUARY
4
BRIDGEFORD
12
PORT SPELLINGSTEAD
COOPERSFORD
ED HILLS
11
OVERWHELMINGSVILLE LAKE REGION
SHIELDTON
13
FORAGED PLAINS
BUTTERSCOTCHCHESTERFORDVILLE
5
10
8
DIAMOND LAKE
-ed
SWITCHEROOSTEIN
14
CREIGHTON
9
CLAUSELAND
Abc


16
The Penninsula of Great Perceiving
25
Youthingham
Solutiontonville
Ambrosian Plains
17
The Straits of Euphoria
24
The Jargon Mountains
The Pyramids of Lexis
19
15
Furrowsby
ew
ei
18
Bread Island
Spewton Port


26
27
28
32
ACOUSTICFORD
BEEFSTEAK ISLAND
29
31
33
23
CHALETCESTER
KINGS RIVER
MOUNTAINS OF COMPREHENSION
30
22
ARROWBURG
gu
21
34
THE RUINS OF CONCEIT
35
THE GREAT KINGDOM
36
20
PROFUSENESS BAY