



**PUZZLED BY INDIVIDUALIZING STUDENT WORK,
USE THE STEVENSON NOTEBOOK**

Beginning Teacher's Manual Lesson 49 & Beginning Spelling Manual Lessons 32 & 33.

Section	Assignment Sheet	Teacher Ensures Success by	Student's Responsibilities
<p>RB = Reading Book WB = Workbook + means there is work to do Word Lists in Spelling Section are always copying activities.</p>		<p>Reviewing briefly what lesson is currently being taken through the notebook. Snaky letters Page 155-157.</p>	<p>Has materials ready, opens notebook to assignment page and makes sure the correct page numbers are listed on the assignment page. Selects first task and if tired, flips to a different section and continues working.</p>
EXERCISE	wb p. 79	<p>Establishing a procedure for listing work which needs to be completed on assignment sheets.</p>	<p>Opens Workbook to correct page and works on the activity independently.</p>
SPELLING	<p>Word List 3 Pattern Marking RB p. 157</p>	<p>Using the copying activities from the Spelling Manual to keep lists of words visible for each group of students.</p>	<p>Copies the assigned words. Is aware that all copying activities require neat handwriting. This is the time for the student to focus carefully on directionality and placement.</p>
ILLUSTRATE	+	<p>Using the MC DDT IC vocabulary strategy and ensuring students have copied vocabulary onto illustration page.</p>	<p>Flips to this section and rereads the vocabulary words then illustrates each word. The words for this section were weave, heave, grease, and fleece.</p>
SORTING	+ RB p. 157	<p>Having students highlight 3 or 4 words containing the ce, ve, ze, se combinations.</p>	<p>Completes the highlighting activity indicated by the +. Sort the word list from p. 157 into PBJ/L-C columns.</p>
CATEGORIZE	<p>Word List RB p. 157</p>	<p>Making sure the student understands the grammar barrels and that the assigned vocabulary can be read independently.</p>	<p>Refers to Reading Book page 157 and categorizes the words into their correct Grammar Barrels.</p>
DEFINITIONS	Heave	<p>Listing definition on board prior to class beginning.</p>	<p>Copies the word followed by the definition written in a complete sentence.</p>
BUILDING PHRASES	<p>RB p. 155-156 in, on, at, from</p>	<p>Introducing the 4th barrel when appropriate.</p>	<p>Locates the position phrases from the reading book page, lists the number and copies the phrase. Correctly marks the phrase.</p>
SENTENCES	<p>RB p. 156</p>	<p>Teaching the Stevenson steps to answer questions.</p>	<p>Copies the question. Marks appropriately and writes the answer in a complete sentence.</p>
WORD POWER	+ heave, leave, freeze	<p>Discussing opposites, providing examples.</p>	<p>Completes the page by drawing the vocabulary words beside their opposites.</p>
FROSTINGS	<p>RB p. 155 "ing"</p>	<p>Teaching the mnemonic regarding frostings and selecting the frosting.</p>	<p>Adds "ing" to all words possible from the list on page 155 in the reading book. Correctly pattern marks each word.</p>