



# PUT LESSON PIECES TOGETHER EASILY IN THE STEVENSON NOTEBOOK

Example from  
Beginning Teacher's Manual Lesson 11  
Beginning Spelling Manual Lesson 8

| <b>Teacher</b>  | <b>Student</b>   |
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| Begins by reviewing the letter sounds.  | Answers orally.  |
| Directs students to workbook p.46 which they started yesterday. Assist students. Allow a few minutes, direct students to make "+" or wb. 46 in the EXERCISE box of their assignment page. | Works in Workbook A p.46.<br><br>✘ Makes "+" in EXERCISE box on assignment page or writes wb.46 in box if needs more time.                     |
| Directs students to the <u>EXERCISE SECTION</u> of their notebooks. Review "oa" pattern and introduce "ai" pattern. Sp. Manual page 32.   | ✘ Writes "oa" and "ai" on Stevenson lined paper when prompted by the teacher.  |
| Distributes palm cards and complete palm card activity from Spelling Manual page 33.  | Shows either "oa" or "ai" card depending on the vowel pattern heard.   |
| Does visual discrimination activity from Spelling Manual page 33.   | Orally answers "yes" if sees the friends or "no" if the word does not contain the friends.   |
| Directs students to the <u>SPELLING SECTION</u> in notebooks. Select appropriate number of words from Dictation List Sp. Manual p.33.   | ✘ Uses Spelling House page, beginning on outside strip so that it will fold over easily when necessary.  |
| Mental Images, Demonstrates, Categorizes, & Tests the word "pair". Do other voc. if time.   | Participates in class discussion of the word "pair" and any additional vocabulary discussed.   |
| Directs students to the <u>ILLUSTRATION SECTION</u> in notebooks to complete 4 pairs listed in Spelling Manual page 35.   | ✘ Illustrates pairs of: shoes, mittens, pants and gloves. Makes "+" in Illustration assignment to add more pairs during independent work time. |

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| <p>Print palm card list from Sp. Manual p.33 on board. Direct students to the <u><b>SORTING OR CATEGORIZING SECTION</b></u> of notebook.</p>   | <p><b>X</b> Copies words under the "oa" or "ai" sandwiches. (Students should be aware of neatness in handwriting on any copying activity)</p>   |
| <p>Determine which of the words listed on the board are "naming" words. Erase other words. Write the position words "on, in and by" on the board. Direct students to the <u><b>BUILDING PHRASES SECTION</b></u>. Build prepositional phrases as a class.</p> | <p><b>X</b> Writes each phrase on Stevenson lined paper. Marks "+" in Building Phrases if needs more time to copy the phrases. (Hint: use in the future for building more phrases/sentences independently or as part of a class discussion)</p> |
| <p>Read with individual students or small groups.</p>  | <p>Comes to desk to read or works in notebook.</p>  |
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