

# *Reading Made Easy*

## *A Guide to Teach Your Child to Read*

*Valerie Bendt*

***Reading Made Easy: A Guide to Teach Your Child to Read***

Revised Third Edition

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I dedicate this book to my six children.  
Teaching each of you to read has been one  
of the most rewarding experiences in my life.  
Thanks!



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## Introduction

Learning to read encompasses a number of disciplines. If the child is overburdened with repetitious drills and boring primers, he will build animosity towards reading. It is desirable for the child to not only develop his reading skills but to cultivate a *love for reading*. This love for reading will carry him through his life-long educational endeavors.

Phonics is a device to be used when figuring out a difficult word or when combining sounds to form a word. Phonics is a tool for teaching reading. It should not become so complicated a study that it hinders the child from learning to read. Most children benefit from phonetic, sequential instruction; however, some children process information differently. Often these different types of learners benefit from alternate methods. Children tend to utilize a number of strategies when learning to read. Letter decoding is only one strategy that they employ. This is probably the most effective tool; however, it is not the only one at their disposal. We read so we may derive some meaning from the text. Therefore, children will often make use of the context of the printed material in order to decipher specific words. Their ability to predict the events in a story will confirm their phonetic choices. For instance, given the following sentence: *Bill jumped on his b\_\_\_\_\_ and pedaled up the hill.* Given the first letter cue and the predictability of the sentence, a child could easily fill in the missing word. If the text is dull, boring, devoid of meaning, the child will be forced to rely on phonetic knowledge alone to decipher the material. The true essence of reading -- to derive meaning from the text, is missing.

When teaching my daughter, Mandy, to read, I used her keen interest in the *Little House on the Prairie* books to inspire her. Each day I would read to her from one of the *Little House* books, and then I would make up sentences pertaining to the day's reading for her to read aloud to me. These sentences were created with words and vocabulary Mandy was capable of reading. I would often introduce new words and phonetic combinations, which I would teach her in order that she may read the sentences I devised. Mandy was always eager to learn new words so she could read about Laura, Mary, and their bulldog, Jack. She was making excellent progress; however, I began to feel anxious about her reading, because we were not following a phonics manual. So, I continued with the sentences about Laura and Mary, but I also had her read phonetically controlled exercises from a phonics manual. One of the sentences she read was about a boy named Jack. It was obvious this was a sentence about a boy named Jack not a dog named Jack like in the Laura and Mary stories. After reading the sentence correctly, Mandy said, "This isn't *our* Jack. Is it?" I said, "No this is just a sentence about a boy named Jack." Then she looked at me with a puzzled expression and said, "Well, if this isn't about *our* Jack, then why are we reading it?" I responded with, "You are right. Why are we reading it?"

So we continued reading real sentences based on real stories. I realized the exercises in the phonics manual, although phonetically controlled and written at her level, did not *encourage* her to read. While the passages provided decoding practice, they did nothing to further enrich her life. Reading is not merely a skill to be learned. If it is to be conveyed as a meaningful event, it should have meaning right from the start. To a child, and anyone for that fact, the essence of what he reads is paramount. Don't expect boring primers to produce enthusiastic readers.

Once a child discovers the mystery of decoding words, he can almost learn to read by himself. Maturity as well as interest plays a large role in this significant advancement. How parents value reading determines a child's attraction for reading. Parental involvement and absorption in reading relates directly to the child's ability and desire to learn to read. It is obvious then that you, the parents, supply the key ingredients necessary for effective reading instruction. You provide the crucial elements of love, nurture, and example that can never be furnished by any reading manual.

*Reading Made Easy* is comprised of sequential lessons. The manual is based on seven points to assist you in beckoning your child into the world of reading.

## Point 1

*Reading Made Easy* serves as both a parent/teacher guide and a student text.

Portions of the guide printed in this special font are to be read aloud by the parent to the child. Preparation time is minimal as the dialogue is fully scripted.

(The material contained in the parentheses offers the parent additional information about the lesson and should not be read aloud.)

*Portions of the text to be read by the child are printed in this LucidaSansSchool font published by Portland State University. We highly recommend their Italic Handwriting Series. The Italic Handwriting Series workbooks can be ordered from:*

Portland State University, Continuing Education Press, P.O. Box 1394, Portland, Oregon 97207

1-800-547-8887, ext. 4891

## Point 2

It is not necessary for a child to know all of the letters of the alphabet and the sounds they make before beginning to read. Listening games are used to acquaint the child with the vowel and consonant sounds. The consonants include all of the letters of the alphabet excluding the vowels, which are a, e, i, o, and u. Mastery of individual words such as *hat*, *dig*, and *cup*, will be taught relatively early in the program. However, we do not want to dissuade the child from reading by having him recite such vacuous lines as:

Jan had a pan.

Jan had a tan pan.

Jan had a tan pan in the sand.

You will notice not only is the material above senseless and devoid of meaning; it is a tongue twister. This type of irrelevant composition is found in many beginning readers.

Several years ago when teaching my son Robert to read, he dutifully read the following passage from one of his readers:

Hop Fred, hop, hop, hop.

After successfully reading this line, Robert replied, "Mom, people don't really talk like that." Even this five year old found the book senseless, an insult to his intelligence. Robert had already developed an ear for good literature as many interesting and well-written stories were read to him daily. He knew this reader didn't contain real stories but only words pretending to be stories.

You may wonder how your child will successfully master beginning words without endless repetition as used in the majority of readers. This is easy. Games and activities provide a fun and effective means of developing beginning reading skills. Children joyfully participate in games and activities, whereas they find reading laborious and dull in the early stages.

You will find reproducible pages in the Appendix of this manual that will enable you to make effective, simple games and activities. Allowing you to make these games and activities serves at least two purposes. First, it keeps this manual at a reasonable cost. Second, if you make the items both you and your child will take greater pleasure in using them. I have found if we invest our time in an endeavor we value it more.

### Point 3

We have employed the use of various print clues to aid the child in his recognition of the sounds made by specific letters or made by combinations of letters. For example, the short *a* sound as in *cat* is shown in a gray print thus representing a soft sound. The child will learn to recognize this as the short *a* sound each time he sees it depicted in this manner. This type of print clue is utilized for the short sounds made by all of the vowels.

*a e i o u*

*a - cat*

*e - wet*

*i - pig*

*o - hop*

*u - cup*

The long vowels are distinguished from the short vowels, and from the rest of the text, as they appear in a bold, black print thus representing a strong or hard sound. For example, the long *a* sound as in *cake* is shown in a bold, black print. The child will learn to recognize the long vowel sounds each time he sees them depicted in this manner.

***a e i o u***

***a - cake***

***e - heat***

***i - bike***

***o - hope***

***u - cute***

A dotted letter will represent silent letters such as *e* as in *cake*. Each time this print is used, the child learns the letter makes no sound.

***ca***~~*k*~~*e*

The traditional method for marking short and long vowels and silent letters is as such:

*căt cākē cōat*

This tends to clutter the text and distract the child.

Often two or more letters combine to create a specific sound. For example, *ar* as in *car* or *or* as in *born*. As you teach these and other letter combinations, your child will readily recognize them within a given word as they are circled.

*c*(*ar*) *b*(*or*)*n*

Sight words such as *was*, *said*, and *they* will be underlined in black. We feel the print clues we have introduced will enable the child to quickly experience success in reading. The following sentence includes some of the print clues used in this manual.

*Can* *you* (*flap*) *your*  
*wings* *and* (*sing*)?

As the child progresses through the lessons, these print clues are removed from the text.

#### Point 4

Our desire is to develop the child's reading abilities, so he can read independently. This is a gradual process that will take a significant step when the child is asked to read an entire sentence on his own. The sentence to be read by the child corresponds with a picture in the lesson. We will call this sentence and picture a *story*, although a very brief story. Discussion questions will follow which the child can answer as he looks at the picture. The picture offers additional material about the story, since the child's reading abilities allow him to read only a brief part of the story. Gradually these short stories will include several sentences.

In selected lessons, you will be asked to write a particular sentence from the story on index cards, one word per card. You will be instructed to use crayons to create print clues similar to those we have used in this manual. For example, the word *hid* can be written with a black crayon and a gray crayon as shown here. (You can substitute colored pencils or markers for crayons.)

*hid*

The word *snake* can be represented as shown below with the letter *a* darkened and the letter *e* written in a dotted fashion. Sounds such as *sn* can be circled in gray. (We have actually put a very thin black circle around the *sn* sound. We suggest you use a gray crayon rather than a black crayon to draw the circles, as the lighter color does not break up the word as much. In the manual we will refer to our circles as *gray*.)

*snake*

You will then place the cards in proper sequence on the table to form the sentence. The child will read each word as you point to it. Then he will read the sentence again, more quickly, for better comprehension. Next, you will mix the cards, or allow the child to mix the cards, and then have him place them on the table in proper order and read the sentence again. At this point you will be instructed to discuss uppercase letters, specifically those used at the beginning of a sentence and at the beginning of a person's name. You will also explain a period is generally used at the end of a sentence. Later, we will discuss the use of question marks, exclamation points, quotation marks, and commas. The rules concerning uppercase letters and periods will help the child to place the cards in proper sequence to form the sentence. We have found children benefit from this hands-on interaction with the story.

*The snake hid in the grass.*

We suggest you purchase a bag of thin rubber bands and several packages of blank index cards. Once you have finished with the index cards for a particular sentence, label the first card of the sentence with the appropriate lesson number, wrap a rubber band around the cards, and place the cards in a shoebox. The sentences can be used at any time for review. It is exciting for the child to look into a full shoebox and see all the sentences he has read.

Please use this index card activity in a manner that works best for your child. As your child progresses in the manual, you may want to alter this activity. After a time you may decide to write the cards without using the print clues, or you may choose to only use the index cards occasionally, especially for lessons the child finds more challenging. However, it is important that you go over the material in this portion of the lesson with the child, as much information about capitalization and punctuation is covered here.

## Point 5

It is obvious the stories the child is capable of reading initially are rather brief. We want to foster a zeal for literature as well as an ability to read. For this reason, we are employing a unique technique to enable the child to both participate in the reading process and enjoy a longer story containing more detail. I have written a story called *Gideon's Gift*. This story is divided into twelve chapters. As you near the end of the reading manual, you will read the chapters aloud to your child. One chapter is included in each lesson. The story spans the last twelve lessons of the manual. After you have read a chapter from the story, the child will be asked to read a simplified version of that chapter. The sentences used in the simplified version are written on an appropriate reading level for the child and are printed with the print clues I mentioned previously.

Following this reading exercise, the child is given a picture depicting a scene from the chapter. He is then asked questions about the picture, which further strengthens his observation and thinking skills. As he listens to the chapter being read and then reads a simplified version of that chapter, he is able to participate in the story in a meaningful way. As the lessons progress, naturally the sentences become more difficult, and he is asked to read more sentences in each lesson.

As you continue teaching your child to read, you may want to develop simple reading exercises based on a book you are reading aloud. You can control the vocabulary by using words familiar to the child. (You will find a list of appropriate books and suggestions for developing further reading lessons from these books in the Appendix.) Read a passage or a chapter from the book you are reading aloud, compose a few simple sentences about the passage or chapter, and write them on index cards, one or two words per card. Lay the cards on the table in the proper order, and assist your child in reading the sentences. Mix the cards, and allow him to put them in proper order. Work on only one sentence at a time. As mentioned beforehand, you can use crayons to create print clues similar to those we have used in this manual. Wrap a rubber band around the cards for each sentence, and place them in a shoebox.

## Point 6

The child will copy selected sentences from the lesson, which he has read aloud. He will copy them from your written model or the model provided in the manual.

To simplify this process, the child may write directly under your written model as shown below.

*The snake hid in the grass.*

---

It is necessary for you to write large enough and with sufficient spaces between letters and words to accommodate the child's immature abilities. We suggest you initially use unlined paper or paper with very large lines. Some children benefit from using marking pens, as they flow more easily than pencils. As stated previously, we highly recommend the *Italic Handwriting Series* from Portland State University.

If your child finds the writing exercises too laborious, disregard them until a future lesson when his motor skills are more fully developed. The child may wish to draw a picture to accompany his sentence. In most of the lessons we have provided a simple picture for the child to copy or trace that relates to the story he has read. These drawing exercises have been a highlight of the children who have tested this reading program. Before beginning the writing or drawing exercises, it is important to instruct the child in the proper way to hold a pencil. This information is covered in the *Italic Handwriting Series*. I cannot stress enough the importance of this seemingly small detail. We allowed one of our children to hold a pencil incorrectly when he was young, thinking he would soon outgrow this error. We were wrong. (Thankfully he types extremely well now!)

## Point 7

Once the child has attained a certain degree of mastery with his reading, he can be encouraged to dictate his own sentences to you. These can be used for additional reading exercises. Some assistance will be needed for him to read certain words. You can use this opportunity to expose him to new words and new phonetic combinations. Later, the child can dictate entire stories to you and use them as his personal readers. He may also want to illustrate his stories. I was thrilled to see how each of my children's reading abilities skyrocketed as they used their own stories as readers.

I want to offer some additional ideas for making readers. Several parents using *Reading Made Easy* shared these wonderful ideas with me. These parents made simple little books from the patterns found in *Dinah Zike's Big Book of Books and Activities*. Then they wrote the sentences and stories their children dictated in these little books. The children then illustrated their readers. Another mom said she wrote the stories from the lessons in *Reading Made Easy* in the little books and allowed her daughter to add her own illustrations. She also wrote practice words from the lessons in the little books. These little books offer another fun way for the children to review material between lessons. Many homeschool catalog companies carry *Dinah Zike's Big Book of Books and Activities*. You will find easy-to-make projects in Dinah's book to enhance all subject areas.

More information can be found in the Appendix under the heading "Encouraging Your Child to Write His Own Readers."

*Reading Made Easy* is comprised of 108 lessons. A typical schedule is to have the child cover three lessons each week. Following this plan a child can complete the manual within a typical school year consisting of 36 weeks. Material should be reviewed between lessons. You may choose to have the child review a previous lesson in its entirety, review stories from previous lessons, or review some of the words and sentences you have written on index cards. This gives the child sufficient time to absorb the information you have taught before moving on to new material. It is necessary for the child to master the words from the previous lesson before advancing to the next lesson.

It is important that you realize you are teaching the child, not the book. Use the book in a manner as best serves the needs of the child. Take more time if necessary. Include lots of time for review. In a few years it will not matter if your child learned to read in 36 weeks or 72 weeks. The goal is to teach your child to read and to inspire him to *love* to read. If your child struggles with the beginning lessons, he is probably not ready to begin formal reading instruction. If your child is having difficulty at any point in the manual, it is best to put the manual aside for a few days or even weeks, and spend your time reading good books to him. Then later, take up the manual and review some of the earlier lessons. If this is successful, continue at a comfortable pace.

It is evident this manual fosters more than an ability to read. It helps the child to develop decoding skills, comprehension skills, thinking skills, composition skills, a love for literature and much more.

Have fun with your child and remember -- learning lasts a lifetime!

# Pronunciation Key

Gray letters represent short vowel sounds. Bold black letters represent long vowel sounds. Dotted letters represent silent letters. Rings are drawn around letter combinations. When three letters appear together as in *aaa* or *mmm* this is to show that the sound can be drawn out.

letters	letter sounds	sample words
<i>a</i>	<i>aaa</i>	<i>cat</i>
<i>p</i>	<i>p</i>	<i>cap</i>
<i>m</i>	<i>mmm</i>	<i>Sam</i>
<i>t</i>	<i>t</i>	<i>bat</i>
<i>g</i>	<i>g</i>	<i>bag</i>
<i>n</i>	<i>nnn</i>	<i>man</i>
<i>d</i>	<i>d</i>	<i>had</i>
<i>l</i>	<i>lll</i>	<i>ball</i>
<i>c</i>	<i>c</i>	<i>topic</i>
<i>r</i>	<i>rrr</i>	<i>fair</i>
<i>s</i>	<i>sss</i>	<i>glass</i>
<i>b</i>	<i>b</i>	<i>crib</i>
<i>f</i>	<i>fff</i>	<i>cliff</i>
<i>h</i>	<i>h</i>	<i>hush</i>
<b><i>a</i></b>	<b><i>a</i></b>	<b><i>cake</i></b>
<i>w</i>	<i>w</i>	<i>now</i>
<i>z</i>	<i>zzz</i>	<i>buzz</i>
<i>v</i>	<i>vvv</i>	<i>have</i>
<i>y</i>	<i>y</i>	<i>yes</i>

<i>j</i>	<i>j</i>	<i>jet</i>
<i>ck</i>	<i>c</i>	<i>back</i>
<i>k</i>	<i>k</i>	<i>bake</i>
<i>i</i>	<i>iii</i>	<i>pig</i>
<i>i</i>	<i>i</i>	<i>bike</i>
<i>nd</i>	<i>nnnd</i>	<i>land</i>
<i>o</i>	<i>ooo</i>	<i>hot</i>
<i>ng</i>	<i>nnng</i>	<i>bang</i>
<i>nk</i>	<i>nnnk</i>	<i>bank</i>
<i>ll</i>	<i>lll</i>	<i>hill</i>
<i>x</i>	<i>cks</i>	<i>fox</i>
<i>sh</i>	<i>sh</i>	<i>ship</i>
<i>o</i>	<i>o</i>	<i>hope</i>
<i>st</i>	<i>st</i>	<i>mist</i>
<i>e</i>	<i>e</i>	<i>heat</i>
<i>qu</i>	<i>kw</i>	<i>queen</i>
<i>pl</i>	<i>pl</i>	<i>play</i>
<i>bl</i>	<i>bl</i>	<i>black</i>
<i>e</i>	<i>eee</i>	<i>wet</i>
<i>cl</i>	<i>cl</i>	<i>clap</i>
<i>sl</i>	<i>sl</i>	<i>slap</i>
<i>fl</i>	<i>fl</i>	<i>flag</i>

<i>gl</i>	<i>gl</i>	<i>glad</i>
<i>dr</i>	<i>dr</i>	<i>dress</i>
<i>cr</i>	<i>cr</i>	<i>crab</i>
<i>fr</i>	<i>fr</i>	<i>frog</i>
<i>gr</i>	<i>gr</i>	<i>grass</i>
<i>pr</i>	<i>pr</i>	<i>prick</i>
<i>br</i>	<i>br</i>	<i>brass</i>
<i>tr</i>	<i>tr</i>	<i>trick</i>
<i>sc</i>	<i>sc</i>	<i>scat</i>
<i>sk</i>	<i>sk</i>	<i>skate</i>
<i>sm</i>	<i>sm</i>	<i>smoke</i>
<i>sp</i>	<i>sp</i>	<i>spill</i>
<i>sn</i>	<i>sn</i>	<i>snake</i>
<i>sw</i>	<i>sw</i>	<i>sweet</i>
<b>o</b>	<i>o</i>	<i>snow</i>
<i>ow</i>	<i>ow</i>	<i>cow</i>
<i>u</i>	<i>uuu</i>	<i>cub</i>
<i>oo</i>	<i>oo</i>	<i>cook</i>
<i>oo</i>	<i>oo</i>	<i>boot</i>
<i>ing</i>	<i>ing</i>	<i>sing</i>
<i>y</i>	<i>i</i>	<i>fly</i>
<i>or</i>	<i>or</i>	<i>corn</i>

<i>all</i>	<i>all</i>	<i>ball</i>
<i>ink</i>	<i>ink</i>	<i>drink</i>
<i>oy</i>	<i>oy</i>	<i>boy</i>
<i>oi</i>	<i>oi</i>	<i>boil</i>
<i>ou</i>	<i>ou</i>	<i>house</i>
<i>ar</i>	<i>ar</i>	<i>car</i>
<i>ing</i>	<i>ing</i>	<i>taking/hopping</i>
<i>ph</i>	<i>fff</i>	<i>phone</i>
<i>ch</i>	<i>ch</i>	<i>chip/patch</i>
<i>kn</i>	<i>nnn</i>	<i>knee</i>
<i>igh</i>	<i>i</i>	<i>night</i>
<i>th</i>	<i>th</i>	<i>thick/this</i>
<i>aw</i>	<i>aw</i>	<i>saw</i>
<i>alk</i>	<i>alk</i>	<i>talk</i>
<i>er</i>	<i>er</i>	<i>her</i>
<i>ir</i>	<i>ir</i>	<i>bird</i>
<i>ur</i>	<i>ur</i>	<i>turn</i>
<i>ed</i>	<i>d</i>	<i>played/looked</i>
<i>ed</i>	<i>eed</i>	<i>landed</i>
<i>u</i>	<i>u</i>	<i>cute</i>
<i>y</i>	<i>e</i>	<i>baby</i>
<i>c</i>	<i>sss</i>	<i>face</i>

## Lessons at a Glance

- Lesson 1: Informal introduction to the alphabet.
- Lesson 2: Introduction to the *aaa* sound as in *cat*.
- Lesson 3: Learn to distinguish between words containing the *aaa* sound as in *cat* and other sounds.
- Lesson 4: Introduction to the sounds made by the letters *p* as in *cap* and *m* as in *Sam*.  
Introduction *ap* and *am*.
- Lesson 5: Introduction to the sounds made by the letters *t* as in *bat* and *g* as in *bag*.  
Introduction to *at* and *ag*.
- Lesson 6: Introduction to the sound made by the letters *n* as in *man* and *d* as in *had*.  
Introduction to *an* and *ad*.
- Lesson 7: The following letter combinations will be written on index cards: *ap*, *am*, *at*, *ag*, *an*, and *ad*.  
Introduction to the sound made by the letters *l* as in *ball* and *c* as in *topic*.
- Lesson 8: Introduction to the sound made by the letters *r* as in *fair* and *s* as in *glass*.
- Lesson 9: Read words for the first time. Read the following words on index cards: *cap*, *lap*, *map*, *nap*, *rap*, *sap*, *gap*, and *tap*.
- Lesson 10: Introduction to the sound made by the letters *b* as in *crib*, *f* as in *cliff*, and *h* as in *hush*.
- Lesson 11: Introduction to the bold **a** sound as in *cake*.  
Read a sentence for the first time: *a cat sat*.  
Introduction to the use of periods.
- Lesson 12: Introduction to the sound made by the letters *w* as in *now* and *z* as in *buzz*.  
Introduction to the first sight word *has*.
- Lesson 13: Introduction to the sound made by the letter *v* as in *have*.  
Introduction to the sight word *the*.
- Lesson 14: Introduction to the sound made by the letters *y* as in *yes* and *j* as in *jet*.
- Lesson 15: Introduction to the use of uppercase and lowercase letters.  
Introduction to the sight word *was*.  
The sentence to be read is written on index cards for the first time.
- Lesson 16: Review lesson
- Lesson 17: Introduction to the *c* sound as in *back*. Read words on index cards such as *back*, *sack*, *rack*, etc.  
Introduction to the use of silent letters. The letter *k* is silent in *back*.
- Lesson 18: Review the bold **a** sound as in *cake* and read words with the bold **a** sound such as *tail*, *fail*, *hail*, etc.
- Lesson 19: Introduction to the sight word *is*.  
Read additional words with the bold **a** sound such as *cave*, *wave*, *pave*, etc.  
Explain that names begin with an uppercase letter.
- Lesson 20: Introduction to the sound made by the letter *k* as in *bake*.  
Read additional bold **a** words such as *cake*, *bake*, *lake*, etc.
- Lesson 21: Introduction to the sight word *to*.  
Introduction to bold **a** words containing silent *y* such as *pay*, *say*, *way*, etc.
- Lesson 22: Review lesson
- Lesson 23: Introduction to the *iii* sound as in *pig*. Read words such as *dip*, *zip*, *sit*, etc.
- Lesson 24: Introduction to the word *his*.  
Review *iii* words.
- Lesson 25: Introduction to the sight word *I*.  
Introduction to the bold **i** sound as in *bike*.
- Lesson 26: Introduction to the sight word *you*.  
Introduction to the *nd* sound as in *land*.
- Lesson 27: Introduction to the *ooo* sound as in *hot*.  
Read words with the *ooo* sound such as *mop*, *top*, *hot*, etc.

Practice reading words written in conventional type for the first time in the copy work.

Lesson 28: Review lesson

Lesson 29: Read words with the *ang* sound such as *bang, sang, hang, etc.*

Introduction to the sight word *do*.

Introduction to the use of question marks.

Sentences take on a new aspect as they are now referred to as *stories* and they have a title.

Lesson 30: Read words with the *ong* sound such as *long, song, gong, etc.*

Read words with the *ank* sound such as *bank, Hank, rank, etc.*

Read *iii* words with *ll* sound such as *hill, fill, kill, etc.*

Lesson 31: Introduction to the *cks* sound made by the letter *x* as in *fox*.

Read words with *s* added to the end such as *dogs*.

Introduction to the sight word *what*.

Lesson 32: Read bold *i* words with *nd* sound such as *find, wind, mind, etc.*

Play *Sight Word Bingo* game.

Lesson 33: Introduction to the *sh* sound as in *ship*.

Introduction to the sight word *they*.

Lesson 34: Review lesson

Lesson 35: Make *Sight Word Worm*.

Introduction to the bold *o* sound as in *hope*.

Lesson 36: Play *Sight Word Memory* game.

Introduction to the sight word *are*.

Read part one of a four-part story.

Lesson 37: Introduction to the sight words *said* and *of*.

Introduction to the *st* sound as in *mist*.

Introduction to the use of quotation marks.

Read part two of a four-part story.

Lesson 38: Introduction to the sight word *put*.

Read part three of a four-part story.

Lesson 39: Play *Sight Word Bingo*.

Read part four of a four-part story.

Lesson 40: Review lesson

Lesson 41: Play *Sight Word Bingo*

Introduction to the bold *e* sound as in *heat*.

Lesson 42: Review lesson

Lesson 43: Introduction to the *kw* sound as in *queen*.

Introduction to the sight word *does*.

Lesson 44: Introduction to the *pl* sound as in *play*.

Lesson 45: Introduction to the *bl* sound as in *black*.

Introduction to the sight words *some* and *come*.

Lesson 46: Review lesson

Lesson 47: Introduction to the sight word *from*.

Introduction to the *eee* sound as in *wet*.

Lesson 48: Introduction to the *cl* sound as in *clap*.

Introduction to the *sl* sound as in *slap*.

Lesson 49: Introduction to the sight word *want*.

Introduction to the *fl* sound as in *flag*.

Introduction to the *gl* sound as in *glad*.

Lesson 50: Introduction to the *dr* sound as in *dress*.

Introduction to the *cr* sound as in *crab*.

Lesson 51: Introduction to the sight words *could*, *should*, and *would*.  
Introduction to the *fr* sound as in *frog*.  
Introduction to the *gr* sound as in *grass*.

Lesson 52: Review lesson

Lesson 53: Introduction to the *pr* sound as in *prick*.  
Introduction to the *br* sound as in *brass*.  
Introduction to the *tr* sound as in *trick*.

Lesson 54: Introduction to the sight words *there* and *where*.  
Introduction to the *sc* sound as in *scat*.  
Introduction to the *sk* sound as in *skate*.

Lesson 55: Introduction to the *sm* sound as in *smoke*.  
Introduction to the *sp* sound as in *spill*.

Lesson 56: Introduction to the sight word *your*.  
Introduction to the *sn* sound as in *snake*.  
Introduction to the *sw* sound as in *sweet*.

Lesson 57: Introduction to the bold **o** sound as in *snow*.  
Introduction to the *ow* sound as in *cow*.

Lesson 58: Introduction to the *uuu* sound as in *cub*.

Lesson 59: Introduction to the *oo* sound as in *cook*.  
Introduction to the *oo* sound as in *boot*.

Lesson 60: Review lesson

Lesson 61: Introduction to the sight word *one*.  
Introduction to the *ing* sound as in *sing*.

Lesson 62: Introduction to the bold **i** sound made by the letter *y* as in *fly*.

Lesson 63: Introduction to the *or* sound as in *corn*.

Lesson 64: Review lesson  
Introduction to the use of exclamation points.

Lesson 65: Introduction to the sight word *many*.  
Introduction to the *all* sound as in *ball*.

Lesson 66: Introduction to the *ink* sound as in *drink*.

Lesson 67: Introduction to the *oy* sound as in *boy*.  
Introduction to the *oi* sound as in *boil*.

Lesson 68: Introduction to the sight word *who*.  
Introduction to the *ou* sound as in *house*.

Lesson 69: Introduction to the sight words *Mama* and *Papa*.  
Introduction to the *ar* sound as in *car*.

Lesson 70: Review lesson

Lesson 71: Introduction to the sight words *people* and *that*.  
Introduction to the *ing* sound as in *sing* when added to a word such as *taking* and *hopping*.  
Introduction to the *fff* sound made by the letters *ph* as in *phone*.  
Introduction to the use of commas.

Lesson 72: Introduction to the *ch* sound as in *chip* and *patch*.

Lesson 73: Introduction to the *nnn* sound made by the letters *kn* as in *knee*.

Lesson 74: Introduction to the sight words *with* and *water*.  
Introduction to the bold **i** sound as in *night*.

Lesson 75: Introduction to the *th* sound as in *thick* or *this*.

Lesson 76: Review lesson

Lesson 77: Introduction to the sight word *two*.

- Introduction to the *aw* sound as in *saw*.
- Lesson 78: Introduction to the *alk* sound as in *talk*
- Lesson 79: Review lesson
- Lesson 80: Introduction to the sight word *once*.  
Introduction to the *er* sound as in *her*.  
Introduction to the *er* sound as in *her* when it is added to the end of words such as *taller*.
- Lesson 81: Introduction to the *ir* sound as in *bird*.
- Lesson 82: Review lesson
- Lesson 83: Introduction to the sight words *caught* and *taught*.  
Introduction to the *ur* sound as in *turn*.
- Lesson 84: Introduction to the sight word *new*.  
Introduction to the *ed* ending as in *played* and *looked*.  
Introduction to the *ed* ending as in *landed*.
- Lesson 85: Introduction to the bold *u* sound as in *cute*.
- Lesson 86: Introduction to the bold *e* sound made by the letter *y* as in *baby*.
- Lesson 87: Introduction to the sight word *learn*.  
Introduction to the *s* sound made by the letter *c* as in *face*.
- Lesson 88: Review lesson
- Lesson 89: Review lesson
- Lesson 90: Review lesson
- Lesson 91: Review lesson
- Lesson 92: Review lesson
- Lesson 93: Review lesson
- Lesson 94: Review lesson
- Lesson 95: Review lesson
- Lesson 96: Review lesson
- Lesson 97: Introduction to the sight words *Gideon*, *Hannah*, and *Sarah*.  
Begin a twelve-part story called *Gideon's Gift*.  
*Gideon's Gift* chapter one: "Gideon Wants to Read"
- Lesson 98: Introduction to the sight words *brother* and *mother*.  
*Gideon's Gift* chapter two: "Lessons for Gideon"
- Lesson 99: Introduction to the sight words *Benjamin* and *Rachel*.  
*Gideon's Gift* chapter three: "The First Lesson"
- Lesson 100: Introduction to two-syllable words such as *wagon*, *dragon*, *button*, etc.  
*Gideon's Gift* chapter four: "Going to Town"
- Lesson 101: Practice reading words written in conventional type for the first time in the lesson itself.  
*Gideon's Gift* chapter five: "News from Town"
- Lesson 102: Introduction to the sight words *Anna*, *work*, and *cover*.  
*Gideon's Gift* chapter six: "A Trip to the Book Wagon"
- Lesson 103: Introduction to the sight word *four*.  
*Gideon's Gift* chapter seven: "The Book Wagon at Last"
- Lesson 104: Introduction to the sight word *money*.  
*Gideon's Gift* chapter eight: "Mama's Story"
- Lesson 105: Introduction to the sight words *aunt* and *about*.  
*Gideon's Gift* chapter nine: "Going to see the Doctor"
- Lesson 106: *Gideon's Gift* chapter ten: "Gideon Gives a Lesson"
- Lesson 107: Introduction to the sight word *very*.  
*Gideon's Gift* chapter eleven: "Gideon's Essay"
- Lesson 108: Introduction to the sight word *shoe*. *Gideon's Gift* chapter twelve: "Gideon Gets a Letter"

## Teaching Tips

In the beginning your child will be asked to read simple words. If he reads the words in a stilted or slow manner, have him read each word again more quickly so the words flow naturally. Eventually he will be asked to read sentences. Since this will probably be slow and stilted at first, have him read each sentence again for better flow and comprehension. In other words, each sentence should be read and then read again before moving on to a new sentence. Once the entire story has been read, you the parent should read the story aloud to the child. Often the child spends so much energy trying to read that he misses the meaning of the story. This method will allow the child to relax and enjoy the story. Afterwards, you will ask the child questions provided in the manual to help him with his reading comprehension skills.

If your child shows a strong interest in learning to read, but you feel he is too young, you might try limiting him to one or two lessons per week instead of the usual three lessons. I did this with my four-year-old son, Randall. I included lots of review between the lessons. If he became frustrated or disinterested, we postponed the lessons for a few days. I felt it was better to quit working before he became overwhelmed. Sometimes I divided the more difficult lessons in half. He enjoyed doing schoolwork like his older siblings, as long as it wasn't too much. In the beginning, I didn't require him to do any of the writing exercises. He did, however, enjoy drawing the pictures suggested for each lesson. This technique works well for young children who are ready to learn to read, or it can also be used with older children who need to take a slower approach for one reason or another. Remember, no matter what curriculum you are using, you should always tailor it to fit the child.

Some children are distracted if there is too much text on a page. To remedy this situation, fold a piece of 8 ½" x 11" blank paper in half lengthwise, and place it over the side of the page not being read. This works well for the pages where the text is printed in two columns. For the pages where the text runs all the way across the page, try placing the folded paper horizontally across the page, directly under the line being read.

As mentioned on page 10 under **Point 4**, you will write one or more sentences from each lesson on index cards, one word per card. You will lay these cards in sequential order, and then have the child read the sentences. Next, you will mix the cards from the sentences, or allow the child to mix the cards, and have him put them in the proper order to make the sentences again. (You will work with one sentence at a time.) As an additional exercise, my son Randall enjoyed making his own sentences from the words on the index cards. Sometimes he would rearrange the words so the sentence asked a question. For example, the sentence may have read: *I can buzz in my hive*. He would rearrange it to read: *Can I buzz in my hive?* Of course the punctuation would be incorrect, as we were missing the question mark, and the first word would not be capitalized. We discussed these things. It was exciting to me to see how he would make new sentences. His reading was strengthened and so were his thinking skills. He liked for me to close my eyes while he made new sentences. Then I would open my eyes, and he would read me the sentence he had made. He also enjoyed making nonsense sentences. He would read these and laugh. For example he would rearrange the sentence above to read: *I can hive in my buzz*. Additional exercises such as these offer the child extra practice with reading, while keeping things light and easy.

When teaching my daughter Mandy to read, I found it best to write all of her reading exercises on index cards. She had a vision problem, which made it difficult for her to focus on one word at a time when there were many words on a page. Writing her sentences on index cards, one word per card, enabled her to concentrate her efforts on just one word. She eventually progressed to reading sentences on a page, if I used a blank sheet of paper or an index card to underscore the sentence she was reading. If your child seems to have a similar problem, you may wish to write additional sentences from the lessons in this manual on index cards. One or more sentences will already be selected for use with this index card activity, but you may find it helpful to include more. This activity is also an excellent way for the child to review material between lessons.

## Things to do Ahead of Time

- ✓ Purchase a box of crayons by lesson 7.
- ✓ Purchase a large package of 3" x 5" index cards by lesson 7. (Bulk packages are available at office supply stores.)
- ✓ Purchase a package of rubber bands to group index cards together by lesson 7.
- ✓ Make a copy of the *Sight Word Bingo* game boards found on pages 508 and 509 by lesson 32.
- ✓ Make a copy of the *Sight Word Worm* pattern found on page 510 by lesson 35
- ✓ Purchase colored construction paper. Cut 60 construction paper circles using the pattern for the *Sight Word Worm* body. (These are the small circles.) You may want to cut ten circles from six different colors. Cut four construction paper circles using the pattern for the *Sight Word Worm* head. (These are the large circles.) Do this by lesson 35. (You will not need all of the construction paper circles for lesson 35, but it is good to have them made in advance. You will probably make four *Sight Word Worms* during the course of the program. The sight words are written on the small circles. Each worm can be made up of approximately 14 small circles for the body and one large circle for the head. There are 56 sight words in all. Six of these are proper names. By cutting 60 circles, you will have four extra circles.)
- ✓ Purchase two sheets of poster board. You will glue each *Sight Word Worm* onto a half a sheet of poster board. Do this by lesson 35. (Here again, you will not need both sheets of poster board for this lesson. You will make only one *Sight Word Worm* in lesson 35. You will make additional *Sight Word Worms* in future lessons, but it is helpful to have the materials in advance.)
- ✓ Make a copy of the *Sight Word Bingo* game boards found on pages 511 and 512 by lesson 39.